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ABSTRACT

A comprehensive evaluation of Austin Independent School District's Migrant Program for 1978-79, this document identifies program accomplishments and areas where further action is needed and provides extensive documents supporting the decision and evaluation questions published in the project evaluation design. Academic achievement of students at several levels (pre-K-12) and delivery of health services to 90% of the migrant pre-K students are among the positive findings summarized. Supervision of migrant teachers, implementation of diagnostic-prescriptive teaching approach, and standardization of the quality of programs in grades 6-12 are areas requiring action. Appendices contain detailed information on achievement testing procedures and results, migrant attendance, type and amount of instruction received by migrant students, clothing purchases, health services, and parent advisory committees. Interviews with teachers, administrators, and migrant parents are reported; concerns were each group's knowledge of the range of services provided by the Migrant Program, satisfaction with the program, and perceived needs. Migrant teacher performance is discussed and favorably compared to performance of locally funded teachers. (JH)

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FINAL TECHNICAL REPORT

ESEA Title I Migrant Program

June 30, 1979

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TABLE OF CONTENTS

Final Report	1
Appendix A Bilingual Early Childhood Program Mastery Tests . . .	A-1
Appendix B California Achievement Tests.	B-1
Appendix C Boehm Tests of Basic Concepts	C-1
Appendix D Migrant Student Attendance Record	D-1
Appendix E Migrant Administrator Interview	E-1
Appendix F Migrant Clothing Requests/Purchases Forms	F-1
Appendix G Health Services/Medical Expenses Forms.	G-1
Appendix H Personnel Evaluation File	H-1
Appendix I Migrant Student Master File	I-1
Appendix J Migrant Student Folders	J-1
Appendix K Pupil Activities Record - Revised (PAR-R)	K-1
Appendix L Migrant Teacher Questionnaire	L-1
Appendix M Non-Migrant Teacher Questionnaire	M-1
Appendix N Parent Advisory Committee (PAC) Data.	N-1
Appendix O Migrant Parent Interview.	O-1
Appendix P Principal Questionnaire	P-1
Appendix Q Pre-Kindergarten Longitudinal File.	Q-1
Appendix R Migrant Longitudinal File	R-1
Appendix S Interview with the Assistant Director of Special Area Personnel	S-1
Appendix T Personnel File.	T-1
Appendix U Externally Funded Professional Personnel Question- naire	U-1

FINAL REPORT

Project Title: Title I Migrant

Contact Person: Myron Friedman, Glynn Ligon

Major Positive Findings:

1. The pre-kindergarten units met the achievement objective of completing Mastery Tests I and II of the Bilingual Early Childhood Program with an average score of ten.
2. The Migrant pre-kindergarten program appears to have a positive long-term effect. Former pre-K students, in the second grade during the 1978-79 academic year, scored significantly better on the California Achievement Tests - Reading than did a matched group of migrant students who did not participate in pre-kindergarten.
3. The achievement objectives were completely attained at grades Kindergarten, one, two, five, and seven through 12. The Kindergarten objective required that the students gain 6.5 points on the Boehm Tests of Basic Concepts. The first grade objective required that the migrant students score within one month of the expected score for other first graders. The objective for students in grades two through twelve required that they gain .8 of a month in grade equivalents for each month of instruction which they received. These objectives were met or exceeded for students in Kindergarten, one, two, five and seven through 12th grades.
4. The pre-K objective for the Health Services component was completely attained. The Migrant Nurse provided health services to 90% of the migrant pre-K students.

Major Findings Requiring Action:

1. Supervision of Migrant Teachers. There appears to be a need to clearly distinguish between the supervisory functions of the school principal and the Migrant Coordinator in the areas of procedural and record-keeping skills, instructional skills, classroom management skills, and skills specific to the migrant program. At both the elementary and the secondary levels, the Migrant Program teachers and their principals have indicated that supervision of the Migrant Program teachers is not adequate. Because of this, the success of the Migrant instructional components rests solely upon the individual competencies of the Migrant teachers.

2. Program Implementation. At the sixth grade to twelfth grade level, there are wide variances in the quality of implementation of the Migrant Program across campuses.
 - a. On some campuses the number of migrant students being served is low in relation to the number of students on that campus who are eligible to be served, making the cost effectiveness of the program questionable.
 - b. On some campuses, students are being seen on a very infrequent basis, making the effectiveness of the instruction and the cost effectiveness of the program questionable.
 - c. The diagnostic-prescriptive approach is not being used consistently nor is it being effectively implemented on some campuses.

Evaluation Summary:

Pre-Kindergarten component. The Migrant Program provided instructional services to 130 four-year-old migrant students at eight elementary campuses. All eight of the pre-K units met the achievement objective of completing Mastery Tests I and II of the Bilingual Early Childhood Program with an average score of ten. However, only one pre-K unit completed Mastery Test III.

The Migrant Program has sponsored pre-K classes for four-year-old migrant students since the 1973-74 school year. Based upon a follow-up of former migrant pre-K students who were in the second grade during the 1978-79 school year, it appears that the migrant students do benefit in the long term from their pre-kindergarten experience. Figure 1 shows the mean percentile scores on the Boehm Tests of Basic Concepts and the California Achievement Tests - Reading for the Migrant pre-K students and matched samples of nonmigrant students and migrant students who did not participate in the pre-K program. Upon entering kindergarten, all three groups scored approximately at the 30th percentile on the Boehm. At the end of the second grade, the nonmigrant students had surpassed both groups of migrant students; however, the migrant pre-K students scored significantly better than the migrant students who lacked the migrant pre-K experience.

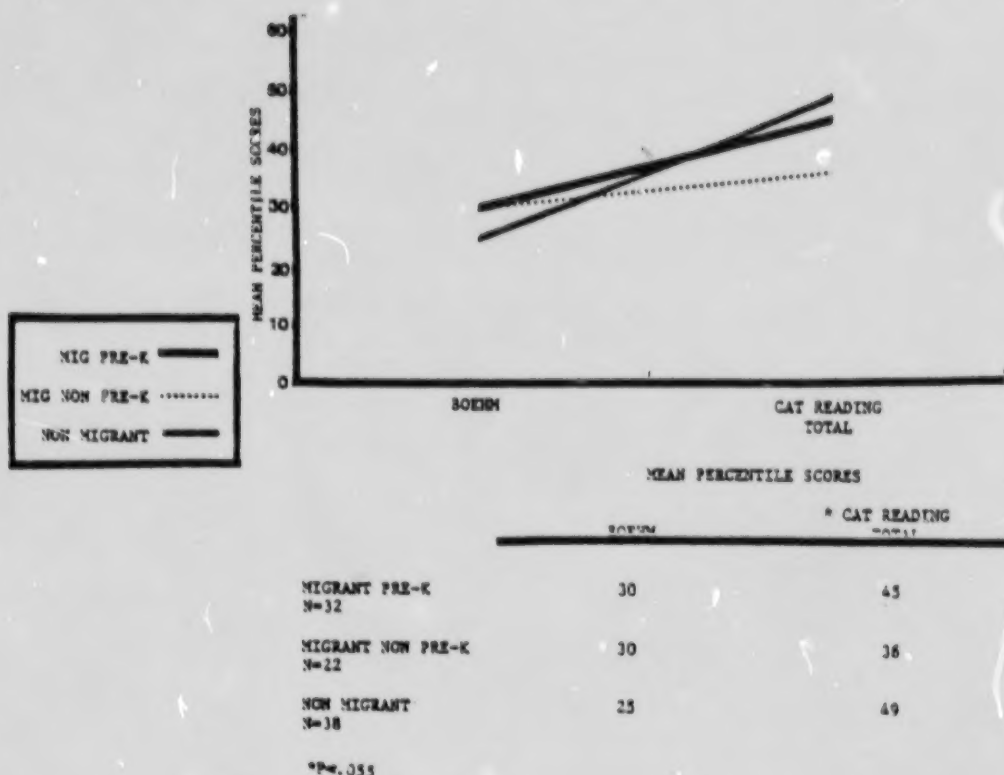


Figure 1. COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON-MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1976 BOEHM AND THE SPRING, 1979 CAT READING TOTAL. SECOND GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

It appears as if the pre-K experience provided the migrant students with a headstart which allowed them to keep pace with their fellow students during their years in grades K through 2. We can tentatively conclude that without the pre-kindergarten experience, the migrant students would have fallen significantly behind their fellow students by the time they reached the end of the second grade. It would be desirable to follow up on the second grade group through the next academic year. It would also be desirable to compare a new sample of pre-K students (students in pre-K during the 1976-77 academic year) with a new sample of non-migrant students to see if the trends found with this year's second graders are still holding.

Kindergarten through Fifth Grade Instructional component. The Migrant Program provided instructional services to 187 migrant students on five elementary campuses. Overall, 97% of the registered/eligible migrant students on those campuses were served by a Migrant teacher. The achievement objectives were completely attained at kindergarten, 1st, 2nd, and 5th grades. Figure 2 is a summary for each elementary campus of the average number of students served daily by a Migrant teacher during each six-weeks period, the average number of days of instruction received by each student from a Migrant teacher during each six-weeks period, and the percent of students who met the achievement objective. Overall, during each six-weeks period, each Migrant teacher saw an average of 23 students daily; each student was seen an average of 17 times. Overall, 58% of the students who were pretested and posttested (N=153) met the achievement objectives.

	AVERAGE NUMBER OF STUDENTS SERVED DAILY BY A MIGRANT TEACHER DURING EACH SIX-WEEKS	AVERAGE NUMBER OF STUDENTS SERVED DURING EACH SIX-WEEKS	AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY EACH STUDENT FROM A MIGRANT TEACHER DURING EACH SIX-WEEKS	PERCENT OF STUDENTS WHO WERE PRETESTED AND POSTTESTED WHO MET THE OBJECTIVE
School A	17	41	12	*(36) 53%
School B	24	49	15	(42) 52%
School C	24	43	16	(24) 67%
School D	26	39	20	(31) 65%
School E	23	27	25	(20) 60%
Overall	23	40	17	(153) 58%

*Number in parentheses is the number of students who were pretested and posttested.

Figure 2. AVERAGE NUMBER OF STUDENTS SERVED DAILY BY A MIGRANT TEACHER, AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY EACH STUDENT FROM A MIGRANT TEACHER DURING EACH SIX-WEEKS PERIOD, AND PERCENT OF STUDENTS WHO MET THE ACHIEVEMENT OBJECTIVE, K-5.

During the 1977-78 academic year, the Migrant Program provided instructional services for elementary migrant students on only one campus. During the 1978-79 academic year, this instructional component was expanded to include five campuses. In order to evaluate the implementation of this expansion, seven day-long observations were conducted on each of the five elementary campuses with a Migrant teacher. Based upon the results of the classroom observations, the Title I migrant students spend an average of three hours and thirty-two minutes in instruction in the Basic Skill Areas, including reading, math, social studies, and science. On the average, the migrant students receive 19 minutes of instruction daily from a Migrant teacher. On the average, the migrant students spend the following amounts of time in the various oral language development areas: oral expression, 5 minutes; silent and oral reading, 41 minutes; word attack skills, 32 minutes. On the average, the migrant students....

...spent more time daily ON TASK in reading/language arts and science,
 ...spent more time daily developing word attack and writing grammar skills,
 ...spent less time daily developing their comprehension, listening/perceptual, spelling, and vocabulary skills,
 ...spent more time during which writing, testing, and speaking were the predominant mode of instruction,
 ...spent more time in contact with the Title I (Migrant) teacher,
 ...spent less time in art, music, P. E.,
 than Title I, non-Title I, or LESA students who were also observed.

The migrant students received slightly less of their instruction in Spanish than did the LESA students. However, the amount of instruction which they did receive in Spanish was substantially greater than that received by Title I or non-Title I students.

Supervision of Elementary Migrant Teachers. Most supervision of Migrant teachers appears to have been provided by a combination of school principals, instructional coordinators, and the Migrant Coordinator. In some areas, the supervision appears to be inadequate or inconsistent. This is especially the case in the areas of instructional skills and classroom management skills. In these two areas, one-third of the pre-K and K-5 Migrant teachers could not indicate the person who was providing them with supervision. Supervision could be made more effective by clearly distinguishing between the supervisory functions of the Migrant Coordinator and other school personnel in relation to the Migrant teacher.

Sixth through Twelfth Grade Instructional component. The Migrant Program provided instructional services to 37 sixth graders on three campuses, 110 seventh through eighth graders on three junior high campuses, and 141 ninth through twelfth graders on two senior high campuses. Overall, the total number of students being served is lower than that indicated in the 1978-79 application for funds. For comparison purposes, Figure 3 shows the number of students to be served, the number eligible for being served, and the actual number who were served during the 1978-79 academic year at each grade level.

<u>GRADE LEVEL</u>	<u>TOTAL TO BE SERVED (1978-79 APPLICATION)</u>	<u>TOTAL REGISTERED AND ELIGIBLE TO BE SERVED</u>	<u>TOTAL SERVED DURING 1978-79 ACADEMIC YEAR</u>	<u>PERCENT OF REGISTERED/ELIGIBLE WHO WERE SERVED</u>
Pre-K	160	136	130	96%
K-5	172	193	187	97%
6	60	50	37	74%
7-8	143	146	110	75%
9-12	204	231	141	61%

Figure 3. TOTAL MIGRANT STUDENTS TO BE SERVED, TOTAL ELIGIBLE, TOTAL SERVED, PERCENT SERVED 1978-79.

The achievement objective was completely attained for students in grades seven through twelve. The gains were especially impressive at grades seven, ten, and twelve, where the average monthly gain per month of instruction was 1.9, 1.9, and 2.7, respectively. The objective was not attained at grade six. The average monthly gain for sixth graders was .6.

Figure 4 is a summary for each campus, grades six through twelve, of the average number of students served daily by a Migrant teacher during each six-weeks period, the average number of days of instruction received by each student from a Migrant teacher during each six-weeks period, and the percent of students who met the achievement objective. There were wide variances in the implementation of the instructional component across campuses. Overall, during each six-weeks period, each Migrant teacher at the sixth-grade level saw an average of six students daily; each student was seen an average of 17 times. Overall, only 42% of the students who were pretested and posttested (N=31) met the achievement objective. At the junior high level, during each six-weeks period each Migrant teacher saw an average of fourteen students daily; each student was seen an average of 16 times. Overall, 53% of the students who were pretested and posttested (N=75) met the achievement objective. At the senior high level, during each six-weeks period, each Migrant teacher saw an average of eight students daily; each student was seen an average of 10 times. Overall, 57% of the students who were pretested and posttested (N=68) met the achievement objective.

	AVERAGE NUMBER OF STUDENTS SERVED DAILY BY A MIGRANT TEACHER DURING EACH SIX-WEEKS	AVERAGE NUMBER OF STUDENTS SERVED DURING EACH SIX-WEEKS	AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY EACH STUDENT FROM A MIGRANT TEACHER DURING EACH SIX-WEEKS	PERCENT OF STUDENTS WHO WERE PRETESTED AND POSTTESTED WHO MET THE OBJECTIVE
<u>6TH GRADE</u>				
School A	1	5	8	*(6) 16%
School B	2	10	6	(11) 45%
School C	<u>15</u>	<u>17</u>	<u>26</u>	<u>(14)</u> 50%
Overall 6th Grade	6	11	17	(31) 42%
<u>JR. HIGH</u>				
School D	23	30	23	(17) 82%
School E	13	28	14	(40) 40%
School F	<u>6</u>	<u>21</u>	<u>8</u>	<u>(18)</u> 56%
Overall Jr. High	14	26	16	(75) 53%
<u>SENIOR HIGH</u>				
School G	12	26	24	(30) 73%
School H	<u>4</u>	<u>49</u>	<u>2</u>	<u>(38)</u> 45%
Overall Sr. High	8	38	10	(68) 57%

*Number in parentheses is the number of students who were pretested and posttested.

Figure 4. AVERAGE NUMBER OF STUDENTS SERVED DAILY BY A MIGRANT TEACHER, AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY EACH STUDENT FROM A MIGRANT TEACHER DURING EACH SIX-WEEKS PERIOD, AND PERCENT OF STUDENTS WHO MET THE ACHIEVEMENT OBJECTIVE, 6-12.

Scheduling Students. The scheduling of migrant supplementary instruction at the secondary level does not allow for an efficient use of Migrant teacher/student time. The use of the LAB procedure (pulling students from their regular class in order to provide migrant supplementary instruction) appears to be providing students with less service than alternative methods of scheduling. During the 1978-79 academic year, students in the LAB procedure received an average of 10 days of instruction from the Migrant teacher at the junior high level and only two days at the high school level. Figure 5 shows the Average Number of Days of Instruction received by migrant students at the secondary level through each of three scheduling techniques: LAB, TEAM TEACHING, and MIGRANT CLASS.

LAB: Students are pulled from the regular classroom.

TEAM TEACHING: Migrant teacher teams in another teacher's regularly scheduled class.

MIGRANT CLASS: Migrant students are scheduled into a special supplementary class.

<u>Junior High</u>	<u>LAB</u>	<u>TEAM-TEACHING</u>	<u>MIGRANT CLASS</u>
Avg. Number Students Served/6-Weeks	49	12	37
Avg. Days of Instruction	10	27	22
<u>Senior High</u>			
Avg. Number Students Served/6-Weeks	49	26	-
Avg. Days of Instruction	2	24	-

Figure 5. AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY SECONDARY MIGRANT STUDENTS FROM MIGRANT TEACHERS THROUGH LAB, TEAM-TEACHING, AND MIGRANT CLASS SCHEDULING PROCEDURES.

Use of Diagnostic-Prescriptive approach. The Diagnostic-Prescriptive approach has been included as part of the application for Title I Migrant funds for the past several years. During the past two years, this approach, however, has not been consistently nor extensively used by the Migrant teachers. Three of the seven Migrant teachers (grades six to twelve) indicated that they were not confident in their skills for using the diagnostic-prescriptive approach. In order to implement this part of the program effectively, it would appear that the following would be useful.

- 1) Assess the current knowledge of the Migrant teachers in the use of the Diagnostic-Prescriptive approach.
- 2) Provide pre-service training and follow-up in-service training to provide the teachers with the required skills and to assess the use of the approach throughout the year.
- 3) Provide the teachers with clear guidelines regarding
 - a) Which diagnostic tests to use before beginning instruction.
 - b) How often students are to be tested in order to monitor progress and appropriateness of instruction.
 - c) How teachers should record the results of testing and to whom this should be reported.

Supervision of Migrant Teachers at Grades 6-12. Supervision of the Migrant teachers at the 6th-12th grade level suffers from the lack of a clear distinction between the supervisory functions of the Migrant Coordinator and other school personnel. Supervision appears to be inadequate or inconsistent, especially in these areas: instructional skills, classroom management skills, and skills specific to the Migrant Program. In each of these areas, half of the Migrant teachers could not indicate the person who was providing them with supervision. As was the case with supervision of the elementary Migrant teachers, here too, supervision could be made more effective by clearly distinguishing between the supervisory functions of the Migrant Coordinator and other school personnel in relation to the Migrant teachers.

Health Services component. During the 1978-79 academic year, the Migrant Program provided health services to eligible migrant students at all grades pre-kindergarten through twelfth. At the pre-K level, the Migrant Nurse completely attained the process objective by serving 90% of the 136 registered students. The objective of serving 75% of the migrant students at grades K through 12 was not completely met. At the K-5 level, the Migrant Nurse served 85% of the 219 registered students. At grades 6-8, the Migrant Nurse served 70% of the 196 registered students. At grades 9-12, the Migrant Nurse served only 33% of the 231 registered students. Between July, 1978 and April, 1979, the Migrant Nurse authorized the payment of \$16,765 for dental and medical expenses incurred by 222 students. Sixty-three percent of this amount was spent on dental expenses.

Thirty-eight percent of the elementary principals (N=8) and 100% of the secondary principals (N=5) agreed that they were knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services. Since only eligible migrant students can be served, it is not satisfactory that only a small percentage of the elementary principals felt that they were knowledgeable of the services and the eligibility criteria for receiving them.

Parental Involvement component. During the 1978-79 academic year, the Parental Involvement Specialist had responsibility for establishing the local Title I/Title I Migrant Parent Advisory Councils (PAC), purchasing clothing for eligible migrant students, and coordinating home visits.

Establishing Local PAC's. The process objective related to the establishment of local PAC's was only partially met. By October 31, 1978, only six of the 15 schools with a Migrant teacher had held PAC meetings in which parents of migrant students participated. By the end of the 1978-79 academic year, there were still no migrant parent participants listed on rosters for Title I/Title I Migrant joint PAC's at Becker, Brentwood, and Mathews. The only school at the 6-12 level without migrant PAC members was Travis Heights. At the pre-K to 5th grade level, the average attendance was one migrant parent at each of 22 PAC meetings. At the 6th to 12th grade level, the average attendance was three migrant parents at each of 21 PAC meetings.

Clothing Purchases. During the 1978-79 academic year some clothing was purchased for migrant students at each school with a Migrant teacher. Overall, \$4,930.26 was spent on clothing purchases. By January 31, 1979, 63% of that amount had been spent.

Fifty percent of the elementary principals (N=8) and 75% of the secondary principals (N=4) agreed that they were knowledgeable of the clothing services available to migrant students and of the eligibility criteria for receiving these services. Since the participation of the school principal was made an integral part of the clothing requisition process, the above finding is not satisfactory.

Home Visits. The Parental Involvement Specialist coordinated visits made by the Title I Migrant Community Representatives for the purpose of recruiting and registering migrant students. Ninety-five percent of a sample of migrant parents (N=59) who were interviewed reported that they were satisfied with the community representative's explanation of the Migrant Program.

Current Contract Procedures for Externally Funded Personnel. The current contract used for externally funded teachers, including the 20 Migrant teachers, provides less security in several areas than the contract used for locally funded teachers. A survey of teachers showed that this difference in contracts would be a factor in their choice between a grant or a local contract position. Thus, the less desirable contract status appears to be a factor in the hiring of teachers for externally funded positions.

However, the currently employed grant contract teachers' personnel evaluations compare favorably to those of local contract teachers, being even more positive in many comparisons. Title I teachers are comparable in degrees earned and years of teaching experience; whereas, Title I Migrant and State Compensatory Education programs have a higher percentage of less experienced teachers and a lower percentage of teachers with postgraduate degrees.

Overall, the quality of grant contract teachers appears to be comparable to and in some cases higher than that of local contract teachers. However, even higher quality teachers might be recruited if the contract differences did not exist.

Title I Migrant

Appendix A

BILINGUAL EARLY CHILDHOOD PROGRAM MASTERY TESTS

Instrument Description: Bilingual Early Childhood Program Mastery Tests

Brief description of the instrument:

The Bilingual Early Childhood Program Mastery Tests are three criterion-referenced tests which accompany the Southwest Educational Development Laboratory's Bilingual Early Childhood Program. They are used to determine whether or not students have mastered the concepts taught in the BECP units.

To whom was the instrument administered?

All students enrolled in the Migrant Program's pre-kindergarten classes.

How many times was the instrument administered?

Mastery Test I was administered twice, once prior to and once following the units for which it was designed. Mastery Test II was administered once following the second set of units. Mastery III was administered only at one school.

When was the instrument administered?

September, 1978 through May, 1979.

Where was the instrument administered?

In the pre-kindergarten classrooms.

Who administered the instrument?

The pre-kindergarten teachers.

What training did the administrators have?

Inservice training in the use of the BECP materials.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The results are unreliable to the extent that distractions are present in the testing situation.

Who developed the instrument?

Southwest Educational Development Laboratory.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No. This is a criterion-referenced instrument.

BILINGUAL EARLY CHILDHOOD PROGRAM MASTERY TESTS

Purpose

The scores of the migrant pre-kindergarten students on the Mastery Tests which accompany their Bilingual Early Childhood Program curriculum were collected to provide information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-1: Were the achievement objectives met?

- a. Upon completion of the required units, the participants in the pre-kindergarten program will master an average of 10 of the 12 items on Mastery Tests I and II and 8 of the 10 items on Mastery Test III of the SEDL Bilingual Early Childhood Program Curriculum.

Procedure

The BECP Mastery Tests are three mastery tests designed to accompany Level II of the Southwest Educational Development Laboratory's (SEDL) Bilingual Early Childhood Program (BECP) which is used in the pre-kindergarten program. The tests are designed to determine the extent to which the students have mastered the concepts covered by the curriculum. The administration of the tests is a standard part of the curriculum. The first mastery test is administered at the beginning and the end of the first set of units. The second and third mastery tests are given at the end of the units for which they were developed. The tests are administered individually by the pre-kindergarten teachers.

Three forms were developed by the Migrant Evaluation staff for recording the results of the testing. Attachment A-1 is a copy of one of the forms and instructions for completing it.

The data were keypunched and read onto PF, 7156, 3069, AIQBECF at U. T. Attachment A-2 is a copy of the card file layout. The SPSS Programs FREQUENCIES and MULT RESPONSE were used to analyze the data. These programs are available on PF, 7156, 3069, BECP1, BECP2. Attachment A-3 is a listing of the programs.

Results

Evaluation Question D2-1: Were the achievement objectives met?

Based upon the results reported below, the objectives were partially attained. All of the pre-K units completed Mastery Tests I and II with an average score of 10. However, only one pre-K unit completed Mastery Test III.

The results of the pre and posttest administrations of Mastery I are found in figures A-1 and A-2. These figures show that the pre-K students made substantial gains from pre to posttest. The students went from averaging about four items correct on the pretest to an average of about 10 items correct on the posttest.

The results of the testing on Mastery II are found in figure A-3 and A-4. The students correctly answered an average of 10.11 of the 12 items. Figure A-4 is a summary of the percent of students mastering each skill. The skills which were mastered by 70% or fewer of the students were:

- 1) Naming pairs of rhyming words (69%).
- 2) Completing dot-to-dot pictures (69%).
- 3) Labeling pictures (70%).

Only one of the pre-K units completed Mastery III. The results of this testing are found in figures A-5 and A-6. The students correctly answered an average of 7.86 of the 10 items. Figure A-6 is a summary of the percent of students mastering each skill. The skills which were mastered by fewer than 70% of the students were:

- 1) Pointing to picture having name that rhymes with cue (40%).
- 2) Describing texture of twig in bag (60%).
- 3) Stating two differences between two pictures (60%).

<u>SCORE</u>	<u>NUMBER OF STUDENTS WITH THIS SCORE</u>	<u>PERCENT OF STUDENTS WITH THIS SCORE</u>
0	3	3%
1	11	10%
2	18	17%
3	24	22%
4	16	15%
5	16	15%
6	7	6%
7	7	6%
8	3	3%
9	2	2%
11	1	1%
12	1	1%
TOTAL	<u>109</u>	
MEAN (AVERAGE SCORE): 3.84		
MEDIAN: 3.44		
STANDARD DEVIATION: 2.27		

Figure A-1. FREQUENCY TABLE FOR BECP MASTERY TEST I - PRETEST TOTAL SCORE.

<u>SCORE</u>	<u>NUMBER OF STUDENTS WITH THIS SCORE</u>	<u>PERCENT OF STUDENTS WITH THIS SCORE</u>
5	2	2%
6	1	1%
7	7	6%
8	12	11%
9	17	15%
10	27	24%
11	24	21%
12	22	20%
TOTAL	<u>112</u>	
MEAN (AVERAGE SCORE): 9.93		
MEDIAN: 10.13		
STANDARD DEVIATION: 1.66		

Figure A-2. FREQUENCY TABLE FOR BECP MASTERY TEST I -- POSTTEST TOTAL SCORE.

<u>SCORE</u>	<u>NUMBER OF STUDENTS WITH THIS SCORE</u>	<u>PERCENT OF STUDENTS WITH THIS SCORE</u>
4	1	1%
5	3	3%
6	3	3%
7	5	4%
8	11	10%
9	12	11%
10	23	20%
11	17	15%
12	39	34%
TOTAL	114	
MEAN (AVERAGE SCORE):	10.11	
MEDIAN:	10.46	
STANDARD DEVIATION:	1.95	

Figure A-3. FREQUENCY TABLE FOR BECP MASTERY II.

<u>ITEM</u>	<u>PERCENT OF STUDENTS MASTERING SKILL</u>
Reproducing block design in perspective	79%
Pointing to same coins	91%
Pointing to pictures named	92%
Naming missing picture	90%
Naming pairs of rhyming words	69%
Matching sounds and pictures	97%
Imitating body movement modeled	95%
Completing dot to dot picture	69%
Labeling pictures	70%
Following directions	75%
Naming animals	98%
Stating differences between two animals	86%

Figure A-4. PERCENT OF STUDENTS REACHING MASTERY ON EACH ITEM OF BECP MASTERY TEST II (N=114).

	<u>SCORE</u>	<u>NUMBER OF STUDENTS WITH THIS SCORE</u>	<u>PERCENT OF STUDENTS WITH THIS SCORE</u>
	6	2	13%
	7	7	47%
	8	1	7%
	9	1	7%
	10	4	27%
TOTAL		<u>15</u>	
MEAN (AVERAGE SCORE): 7.87			
MEDIAN: 7.29			
STANDARD DEVIATION: 1.51			

Figure A-5. FREQUENCY TABLE FOR BECP MASTERY III.

<u>ITEM</u>	<u>PERCENT OF STUDENTS MASTERING SKILL</u>
Completing board matrix	80%
Reproducing block pattern from memory	87%
Pointing to picture having name that rhymes with cue	40%
Narrating part of story shown in two pictures	100%
Catching ball with both hands	100%
Throwing ball with both hands	100%
Describing texture of twig in bag	60%
Describing action shown in picture	87%
Stating two differences between two pictures	60%
Sorting pictures	73%

Figure A-6. PERCENT OF STUDENTS REACHING MASTERY ON EACH ITEM OF MASTERY III (N=15)

BECP MASTERY TEST RESULTS FORM: Instructions

Part of the evaluation of the Migrant Program involves analyses of the performance of pre-kindergarten migrant students on the mastery tests which are part of the Bilingual Early Childhood Program. The following instructions explain in detail how the BECP Mastery Test Results Forms should be completed.

There are three versions of the form: one for the Pretest and Mastery Test I, one for Mastery Test II, and one for Mastery Test III. In order that an accurate evaluation of the pre-kindergarten program can be done, the forms must be completed for each student in your class.

The directions beside letters "A" through "E" below apply to all three forms. The specific directions for each form are found under the units covered by the form.

Instructions

(A-E apply to all three forms)

- A.** Name: The sixteen boxes beside the A are for the student's name. Write the last name and as much of the first name as possible in the boxes, one letter per box. Skip a box between names. Do not place any commas in the boxes.

Example:

R	O	D	R	I	G	U	E	Z	H	E	R	M	E	L	I	N	D	A
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- B.** ID Number: The ID number to be written in these spaces is the student's Migrant Student Record Transfer System number. It consists of seven digits and three letters, and can be found on the student's MSRTS blue form. If you do not know the student's MSRTS number leave the space blank.

Example: ID Number: 1 2 3 4 5 6 7 A B C

- C.** School: Indicate the school in which the student attends prekindergarten by placing a check next to the proper school.

-2-

- D. Birthdate: Give the student's date of birth in the spaces provided.

Example: 01/03/73 for January 3, 1973
Mo. Day Yr.

- E. Ethnicity: This item follows the TEA format. The definitions of the options are given below. Indicate the correct ethnic group with a check.

American Indian - A person having origins in any of the original peoples of North America.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.

Black, not of Hispanic Origin - A person having origins in any of the black racial groups.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

White, not of Hispanic Origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

UNITS 17-25

- F. Mastery III Date: Mastery Test III should be given after the completion of Unit 24. Record the date of this test here as you did at G on the first form.

- G. Mastery III: Record the student's responses to Mastery Test III (after Unit 24) in the same way you recorded the responses to other Mastery Tests at H and I on the first form.

If you have any questions at any time throughout the year, please give me a call at 438-1223.

SECP MASTERY TEST RESULTS
MIGRANT PRESCHOOL PROGRAM

420

(41.10)

504, 505

544 29-19

504. 20-12

Col. 19

A Note

[illegible]

B. (b) NUMBER: _____

C. Answer (Check One):

1990 1991

1989 Oak Springs

—(114) Dawson

1993 Mathews

11091 Allen

— 1938) St. Elmo

—1971 **Bronwood**

—1981 870000

D. Birthdate: / /
(Cal. 33-34)

E. Ethnicity (Check One): (1) ☐ American Indian
(2) ☐ Asian or Pacific Islander
(3) ☐ Black, not of Hispanic Origin
(4) ☐ Hispanic
(5) ☐ White, not of Hispanic Origin

INSTRUCTIONS FOR RECORDING HARTLEY TEST RESULTS:

Indicate whether or not the student has reached the mastery level for each item by writing the appropriate code number in the box for the item.

Code Numbers: _____ leave blank if the item was not administered
or if the item was invalid for some reason
(for example, the child saw the correct answer
given by another child or a mistake was made
in the administration of the item).

_____ Mastery level was reached for the item.

_____ Mastery level was reached for the item.

UNITS 17-28

Mastery 118

G.

F. Mastery III Date:

001. 63-69

Completing Board Matrix
Reproducing Block Pattern From Memory
Recounting in Picture Having Name That Rhymes With One
Repeating Part of Story Shown in Two Pictures
Catching Ball With Both Hands
Throwing Ball With Both Hands
Describing Texture Q. Two in Box
Describing Action Shown in Picture
Stating Two Differences Between Two Pictures
Sorting Pictures
Number of 1's

Col. AG-58

201 4001

FILE ID AIR

CARD FILE LAYOUT

LOCATION:

Page 1 of 1PROGRAM: Title I Migrant

AID

YEAR: 1978-79✓ HT PP756.3069 AIRBECF
acct, pass, filename

CONTENTS:

BECF MASTERY LEVEL I, II, III COL 80 = 1, 2, 3 RESPECTIVELY

	1-3	AIR
	4-19	NAME
	20-29	ID NUMBER (NOT AID) (NOT RELIABLE)
	30-32	SCHOOL CODE
	33-38	BIRTHDATE
	39-	ETHNICITY
	40-45	PRETEST DATE (TOT DATE ON MASTERY II : III)
	46-51	POST DATE
LEVEL I	52-63	ITEMS 1-12 PRETEST
	64-65	TOT PRETEST
	66-77	ITEMS 1-12 POST
	78-79	TOT POST
	80-	1 = MASTERY I, 2 = MASTERY II, 3 = MASTERY III
LEVEL II	46-57	ITEMS 1-12 MASTERY II
	58-59	TOT MASTERY II
LEVEL III	46-55	ITEMS 1-10 MASTERY III
	56-57	TOT MASTERY III

A-11

24

78.51

Attachment A-2

25

```

RUN NAME      PRE-K BFCP ANALYSES. 1978-79 MASTERY I
VARIABLE LIST SCHOOL.ETHNCTY.PRE1 TO PRE12.POST1 TO POST12
INPUT MEDIUM DISK
INPUT FORMAT  FIXED(29X(1F1.6X.F1.12X.12F1.2X.12F1)
N OF CASES     UNKNOWN
RECODE        PRE1 TO POST12 (BLANK=9)
COUNT       PRETOT=PRE1 TO PRE12(1)
COUNT       POSTOT=POST1 TO POST12(1)
COUNT       PRTAKEN=PRE1 TO PRE12(0.1)
COUNT       POTAKEN=POST1 TO POST12(0.1)
COMPUTE       PRFIRST=RND(100*(PRETOT/PRTAKEN))
COMPUTE       POFIRST=RND(100*(POSTOT/POTAKEN))
COMPUTE       PRECENT=PRFIRST/100
COMPUTE       POSCENT=POFIRST/100
PRINT FORMATS PRECENT.POSCENT(2)
*SELECT IF    (PRTAKEN GT 0)
FREQUENCIES   GENERAL=PRETOT.PRECENT
STATISTICS    ALL
READ INPUT DATA
*SELECT IF    (POTAKEN GT 0)
FREQUENCIES   GENERAL=POSTOT.POSCENT
STATISTICS    ALL
FINISH

```

A-12

78.51

Attachment A-3
(Page 1 of 2)

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RUN NAME      BECP ANALYSES 1978-79. MASTERY II
VARIABLE LIST SCHOOL ETHNIC ITEM1 TO ITEM12
INPUT MEDIUM  DISK
INPUT FORMAT  (29X,F3.6X,F1.6X,12F1)
N OF CASES    UNKNOWN
RECODE        ITEM1 TO ITEM12(BLANK=9)
COUNT        TOT=ITEM1 TO ITEM12 (1)
COUNT        TAKEN=ITEM1 TO ITEM12 (0,1)
COMPUTE        FIRST=END(100*(TOT/TAKEN))
COMPUTE        PERCENT=FIRST/100
PRINT FORMATS PERCENT(2)
*SELECT IF     (TAKEN GT 0)
FREQUENCIES    GENERAL=TOT PERCENT
STATISTICS     ALL
READ INPUT DATA
MULT RESPONSE  GROUPS=ITEMS MASTERY 2 ITEMS (ITEM1 TO ITEM12(1))/
                FREQUENCIES=1TF 5
FINISH

```

```

RUN NAME      BECP ANALYSES 1978-79. MASTERY II
VARIABLE LIST SCHOOL ETHNIC ITEM1 TO ITEM10
INPUT MEDIUM  DISK
INPUT FORMAT  (29X,F3.6X,F1.6X,10F1)
N OF CASES    UNKNOWN
RECODE        ITEM1 TO ITEM10(BLANK=9)
COUNT        TOT=ITEM1 TO ITEM10 (1)
COUNT        TAKEN=ITEM1 TO ITEM10 (0,1)
COMPUTE        FIRST=END(100*(TOT/TAKEN))
COMPUTE        PERCENT=FIRST/100
PRINT FORMATS PERCENT(2)
*SELECT IF     (TAKEN GT 0)
FREQUENCIES    GENERAL=TOT PERCENT
STATISTICS     ALL
READ INPUT DATA
MULT RESPONSE  GROUPS=ITEMS MASTERY 2 ITEMS (ITEM1 TO ITEM10(1))/
                FREQUENCIES=ITEMS
FINISH

```

A-13

Title I Migrant
Appendix B
CALIFORNIA ACHIEVEMENT TESTS

Instrument Description: California Achievement Tests

Brief description of the instrument:

The California Achievement Tests (CAT) are a battery of standardized achievement tests. Two reading subtests (Vocabulary and Comprehension) were administered to students grades 1-5. Vocabulary only was administered to grades 6-12.

To whom was the instrument administered?

Districtwide testing included all students grades 1-8. Special migrant testing included all migrant students requiring testing off-level. Special SCE testing included all sixth graders at Allan, Martin, and Travis Heights.

How many times was the instrument administered?

Twice to each student.

When was the instrument administered?

Pretesting included districtwide testing in spring, 1978 and special migrant testing in spring, 1978 and October, 1978. Posttesting included special migrant testing and SCE testing March, 1979 and districtwide testing April, 1979.

Where was the instrument administered?

In the classroom or in the school cafeteria.

Who administered the instrument?

Classroom teachers did the districtwide and SCE testing. Migrant teachers conducted the special migrant test sessions.

What training did the administrators have?

Detailed instructions were provided.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

The level of the CAT given in the district administration may have been too difficult for some migrant students. Where possible, all migrant students were tested with the same level twice except first graders.

Who developed the instrument?

CTB/Mc Graw-Hill.

What reliability and validity data are available on the instrument?

The reliabilities of both the reading and math tests as reported in the test manual are acceptable. Validity data are not provided.

Are there norm data available for interpreting the results?

Yes, national norms are available.

CALIFORNIA ACHIEVEMENT TESTS

Purpose

California Achievement Test results were obtained to provide information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-1: Were the achievement objectives met?

- b. First Grade: By April of the 1978-79 school year, those first-grade students served by the Migrant Program will demonstrate a basic knowledge of reading by scoring an average grade equivalent within one month of that expected for students in the eighth month of the first grade as measured by a single administration of the California Achievement Test (Reading Section) in April, 1979.
- c. Grades Two Through Five: By April of the 1978-79 school year, those migrant students in grades two through five who are served by the Migrant Program will demonstrate a gain of 0.8 months of reading achievement per month of instruction as measured by the Reading Section of the California Achievement Test (combined vocabulary and comprehension subtests).

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-1: Were the achievement objectives met?

- a. Oral Language Development/Reading: As of April of the 1978-79 school year, those secondary migrant students who are served by the Migrant Program will demonstrate a gain of 0.8 months per month of instruction as measured by the vocabulary subtest of the California Achievement Test.

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

Procedure

The measurement of the achievement objectives of the Migrant Program requires pre and posttests of the CAT at grade levels 2-12. Analyses of the CAT results for 1976-77 showed that the levels of the CAT normally given in the District are too difficult for some migrant students. Many of the students were scoring at or around the chance level on the tests. In response to the problem, students in grades 4-12 were tested this year with the level below the one normally given in the District even though it meant that the students would be tested two times during the school year, once for the Migrant Program and once with either a higher level of the CAT (grades four through eight) or with the Sequential Tests of Educational Progress (grades 9-12). Grade one was not pretested.

CAT test data were obtained through several sources. Pretest data were obtained from 1) spring, 1978 Districtwide testing 2) spring, 1978 Special Migrant testing 3) October, 1978 Special Migrant testing. Posttest data were obtained from 1) spring, 1979 Districtwide testing, 2) spring, 1979 Special Migrant testing 3) spring, 1979 SCE testing. Procedures for the spring, 1978 Districtwide testing and the spring, 1978 Special Migrant testing can be found in the 1977-78 Final Technical Reports for Systemwide and Title I Migrant, respectively. Procedures for the October, 1978 Special Migrant testing are found in Attachment B-1 of this appendix. Procedures for the spring, 1979 Districtwide and spring, 1979 SCE testing can be found in the 1978-79 Final Technical Reports for Systemwide and SCE, respectively. Procedures for the spring, 1979 Special Migrant testing are found in Attachment B-2 of this appendix.

Pretest data from spring, 1978 were coded from already available Systemwide and Special Migrant testing printouts. October, 1978 pretest data and all Posttest data were handscored and coded. (This was done to avoid a delay of final analyses due to long processing time required for Systemwide testing.) Figure B-1 summarizes the data collection.

The data were keypunched and verified by the keypunch services at the Southwest Education Development Laboratory. The data are available at U. T. on PF, 7156, 3069, MIGCAT. Attachment B-3 is a copy of the card file layout. The data were analyzed using the SPSS programs CROSSTABS and CROSSBREAK and FORTRAN programs designed to output data in the form required for the TEA Final Evaluation Report. The SPSS programs are available at U. T. on PF, 7156, 3069, AJVSPSS and PF, 6634, 1298, TEACHK. Attachment B-4 is a listing of the SPSS programs. The FORTRAN programs are available at U. T. on PF, 6634, 1298, TEALL, PROGRAM, PARALL, PARAM, ALLAB. Attachment B-5 is a listing of the FORTRAN programs.

GRADE	PRETESTS			POSTTESTS		
	SPRING '78 SYSTEMWIDE	SPRING '78 MIGRANT TEST	OCTOBER '78 MIGRANT TEST	SPRING '79 SYSTEMWIDE	SPRING '79 MIGRANT TEST	SPRING '79 SCE TEST
1	-	-	-	*25	-	-
2	9	-	19	28	-	-
3	20	-	-	20	-	-
4	32	-	3	-	35	-
5	6	-	14	-	20	-
6	22	-	9	-	-	31
7	-	24	17	-	41	-
8	-	27	17	-	34	-
9	-	24	4	-	28	-
10	-	11	5	-	16	-
11	-	12	2	-	14	-
12	-	7	3	-	10	-
Total	89	105	83	73	198	31

*First Graders were posttested only.

Figure B-1: SUMMARY OF SOURCES FOR MIGRANT CAT DATA. Number of students with both pre and posttest at each grade.

Results

Evaluation Questions D3-3, D4-3. Were any problems encountered in the implementation of the K-5 (secondary) program?

A problem has been encountered in the collection of test data for migrant students. The procedures for locating the migrant students on each campus and identifying those students to be served by a Migrant teacher have made it difficult to insure that all students served are pre and posttested. This problem is especially severe at the high school level, where only 48% of the students served were pre and posttested. At grade levels two through five and six through eight, 75% and 73% of the students served were tested. The extent to which test data were not available for all of the students served may bias the test results which are discussed in the following paragraphs.

A further caution in interpreting the test results must be added. On the high school campuses, the migrant students were only seen by the Migrant teacher for a small portion of the time available during each six-weeks period. (See Appendix D: Migrant Student Attendance Form.) Because of this, it cannot be concluded with certainty that the achievement gains are due to the instruction received from the Migrant teacher.

Figure B-2 shows the percentage of students who were served and tested during the 1977-78 and 1978-79 academic years. Overall, 75% of the students in grades two through five were pre and posttested in the 1978-79 year. At grades six through eight 62% and 73% of the students were tested in the 1977-78 and 1978-79 years, respectively. At grades nine through twelve, 47% and 48% of the students were tested in the 1977-78 and 1978-79 years, respectively.

GRADE	NUMBER OF STUDENTS SERVED BY MIGRANT TEACHER		% WHO WERE PRE AND POSTTESTED	
	1977-78	1978-79	1977-78	1978-79
2	*	39	*	72%
3	*	27	*	74%
4	*	45	*	78%
5	*	26	*	77%
TOTAL		137		75%
6	34	37	48%	84%
7	75	54	71%	76%
8	67	55	64%	62%
TOTAL	196	146	62%	73%
9	65	60	51%	47%
10	50	28	34%	57%
11	54	33	37%	42%
12	30	20	40%	50%
TOTAL	199	141	47%	48%

*Only one elementary campus was included in the 1977-78 academic year.

Figure B-2. PERCENTAGE OF STUDENTS SERVED WHO WERE TESTED:
1977-78, 1978-79.

Evaluation Question D3-1, D4-1: Were the achievement objectives met?First Grade:

The objective was completely attained for students in the first grade. Twenty-five first-grade students were post-tested. Their average grade equivalent score was 1.7. This score is within one month of the expected score for first graders.

Grades Two Through Five:

The objective was completely attained only for students in the second and fifth grades. The objective required a gain of .8 month per month of instruction. The average gain for second and fifth graders was 1.8 months and 1.7 months per month of instruction, respectively. The average gains for third and fourth graders were .2 month and .6 month per month of instruction, respectively.

Grades Six Through Twelve:

The objective was completely attained for students in grades seven through twelve. The gains were especially impressive at grades seven, ten, and twelve, where the average monthly gain per month of instruction was 1.9, 1.9, and 2.7, respectively. The objective was not attained at grade six. The average monthly gain for sixth graders was .6.

Figure B-3 shows the information used to evaluate the attainment of the objectives at grades one through five. The figure contains the pre and posttest results for students tested both pre and post and the results for the first graders who were only tested in the spring.

GRADE	NUMBER OF STUDENTS* PRE AND POSTTESTED	MEAN GRADE EQUIVALENTS			AVERAGE MONTHLY GAIN PER MONTH OF INSTRUCTION	% OF STUDENTS MEETING OBJECTIVE
		PRETEST	POSTTEST	GAIN		
1	25	-	1.7	-	-	60%
2	23	1.6	2.5	1.9	1.8	82%
3	20	2.8	3.1	.3	.2	35%
4	35	3.6	4.1	.5	.6	40%
5	20	2.7	4.0	1.3	1.7	80%

*First Graders Posttested only.

Figure B-3. MEAN GRADE EQUIVALENT SCORES USED TO MEASURE ACHIEVEMENT OBJECTIVE. Grades one through five.

Figure B-4 shows the information used to evaluate the attainment of the objective at grades six through twelve. The figure contains the pre and posttest results for students tested both pre and post.

GRADE	NUMBER OF STUDENTS PRE AND POSTTESTED	MEAN GRADE EQUIVALENTS			AVERAGE MONTHLY GAIN PER MONTH OF INSTRUCTION	% OF STUDENTS MEETING OBJECTIVE
		PRETEST	POSTTEST	GAIN		
6	31	3.7	4.3	.6	.6	42%
7	41	4.7	5.8	1.1	1.9	54%
8	34	4.7	5.4	.7	.8	53%
9	28	4.7	6.1	1.4	1.5	54%
10	16	4.5	6.4	1.9	1.9	63%
11	14	6.1	7.4	1.3	1.4	50%
12	10	6.3	8.7	2.4	2.7	70%

Figure B-4. MEAN GRADE EQUIVALENT SCORES USED TO MEASURE ACHIEVEMENT OBJECTIVE. Grades six through twelve.

Figures B-5 and B-6 show a comparison of the mean grade equivalent scores for students tested spring to spring and students tested fall to spring. Overall, a higher percentage of students tested fall/spring met the objective than students tested spring/spring (66% versus 44%).

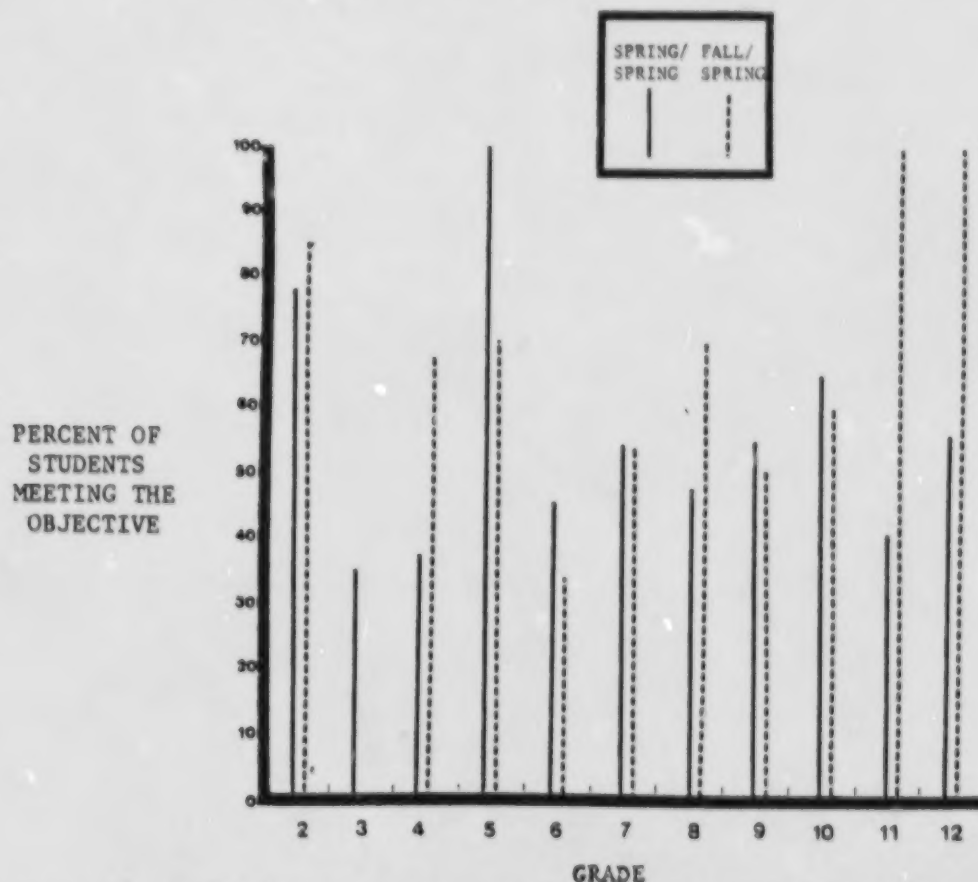


Figure B-5. COMPARISON OF PERCENT OF STUDENTS MEETING THE OBJECTIVE WHO WERE TESTED SPRING/SPRING OR FALL/SPRING.

GRADE/ TEST DATES	NUMBER OF STUDENTS PRE AND POSTTESTED	MEAN GRADE EQUIVALENTS			AVERAGE MONTHLY GAIN PER MONTH OF INSTRUCTION	% OF STUDENTS MEETING OBJECTIVE
		PRETEST	POSTTEST	GAIN		
2 Spring/Spring	9	1.3	2.5	1.2	1.2	78%
Fall/Spring	19	1.7	2.5	.8	1.7	84%
3 Spring/Spring	20	2.8	3.1	.3	.2	33%
Fall/Spring	-	-	-	-	-	-
4 Spring/Spring	32	3.9	4.1	.6	.6	38%
Fall/Spring	3	4.2	4.4	.2	.3	67%
5 Spring/Spring	6	1.9	4.7	3.2	3.2	100%
Fall/Spring	14	3.2	3.7	.5	1.1	71%
6 Spring/Spring	22	3.7	4.5	.8	.8	45%
Fall/Spring	9	3.8	3.9	.1	.2	33%
7 Spring/Spring	24	5.4	6.4	1.0	.9	54%
Fall/Spring	17	3.8	5.1	1.3	3.3	53%
8 Spring/Spring	27	4.9	5.6	.7	.7	48%
Fall/Spring	7	4.0	4.6	.6	1.4	71%
9 Spring/Spring	24	4.7	6.2	1.5	1.5	54%
Fall/Spring	4	4.5	5.2	.7	1.7	50%
10 Spring/Spring	11	4.3	6.9	2.6	2.6	64%
Fall/Spring	5	4.9	5.1	.2	.5	60%
11 Spring/Spring	12	5.5	6.8	2.3	1.3	42%
Fall/Spring	2	10.0	10.7	.7	1.9	100%
12 Spring/Spring	7	5.7	8.8	3.1	3.1	57%
Fall/Spring	3	7.7	8.5	.8	1.8	100%
TOTAL Spring/Spring	219	3.7	4.8	1.1	1.0	44%
Fall/Spring	83	3.6	4.3	.7	1.6	66%

Figure 8-6. COMPARISON OF STUDENTS TESTED SPRING/SPRING AND FALL/SPRING:
Mean Grade Equivalents for Pretest, Posttest, and Gain; Average
Monthly Gain; Percent Meeting Objective.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 20, 1978

TO: Migrant Teachers Addressed

FROM: Myron Friedman

SUBJECT: Fall CAT Testing of Migrant Students Grades 2-12

Enclosed are the procedures and test booklets for administering the CAT to migrant students on your campus. Since most of the migrant students were tested during the spring, 1978, this test session is basically a make-up session for students who missed the spring administration or who were not tested on a level appropriate for the Migrant evaluation. (The achievement objective of the Migrant Program is being evaluated by means of "off-level" testing. Students are given a test below that normally used in District-wide testing.)

Please check the attached student roster carefully to insure that all identified students are tested. All testing, including makeups should be concluded by November 10, 1978. Please check the enclosed materials to make sure that you have:

- A roster of students to be tested
- A checklist of testing procedures
- Sufficient test booklets and answer sheets (for levels 3 and 4)

If you have any questions concerning the testing, please call me at 458-1228.

MF:kj

Migrant Teachers Addressed:	Leigh Black	Jane Reynolds
	Nabor Flores	Pat Sanders
	Jan Ford	Jennifer Blanton
	Adriana Gonzales	Cathy Murphy
	Rosi Reyes	Nancy Tovar
	Maria Rodriguez	

cc: Lee Laws
Oscar Cantu
Jose Mata
Principals of Schools With Migrant Teachers

Approved: *Eileen Dizon*
Senior Evaluator for Compensatory
Education Programs

Approved: *Mark Bowden*
Director, Elementary Education

Approved: *Frederick J. Hill*
Director, Research and Evaluation

Approved: *Lawrence B. Bepko*
Director, Secondary Education

ROSTER OF MIGRANT STUDENTS TO BE TESTED

Two rosters of students are attached. The first roster is a list of migrant students who appear on our records as attending your school. These students should all be tested during this testing session whether or not you are currently teaching them. Please check the information which appears on the roster and correct any mistakes under student name, ID number, or grade. Please return the roster with your completed tests.

The second roster is a list of Migrant students who, according to our records, are attending a school which does not have a Migrant teacher. Please check this list to see if there are students listed who are actually attending your school. These students should also be tested during this testing session and their names added to the first roster.

If you have any questions about these procedures, please call Myron Friedman at 458-1228.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

CHECKLIST FOR CAT TESTING FOR MIGRANT STUDENTS--FALL, 1978

GRADES 2-5, TEST LEVEL 2

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. Students who participated in the Title I Migrant CAT testing during spring, 1978, or who took the appropriate level of the CAT during District-wide testing in the spring, 1978, may not have to take the test this fall. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 2-5 should be given the Reading Section (Vocabulary and Reading Comprehension) of the CAT Level 2. The testing must be completed, including makeups, by November 10, 1978. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 11-14, 18-24 must be closely read and thoroughly understood.
3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 70 minutes:
 - a. 20 minutes for preliminary activities: completing identifying data on test booklets and general directions for testing.
 - b. 20 minutes for the Vocabulary subtest.
 - c. 30 minutes for the Reading Comprehension subtest.

You may want to test all migrant students in a group or one class at a time. This is up to you and your principal. It is best, if at all possible, not to test on Mondays or Fridays, especially Mondays. If you test in the classroom, plan for two periods: one for general instructions, completing answer sheets, and administering the Reading Vocabulary Test; and one day for administering the Reading Comprehension Test. Arrangements must also be made so that makeups can be given in a quiet place.

4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:
- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
 - b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
 - c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
 - d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
 - e. Remind students to bring two No. 2 pencils.

5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TESTS

6. MATERIALS NECESSARY FOR ADMINISTRATION:
- ☐ a. Sufficient test booklets
 - ☐ b. Extra No. 2 pencils
 - ☐ c. A stop watch or other timepiece with a second hand
 - ☐ d. Scratch paper (for the Comprehension Test)
 - ☐ e. Sign for your door reading "TEST. DO NOT DISTURB."
7. COMPLETING STUDENT DATA ON TEST BOOKLET: Supervise the students as they record the following information on the back of their test booklets:
- ☐ a. Name
 - ☐ b. Grade
 - ☐ c. Teacher's Name (your name)
 - ☐ d. Test Date
8. ADMINISTRATION: Administer the tests following the directions on pages 19-24 of the manual. When administering the tests remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.).

- b. You may not rephrase the test questions, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
- c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with the test materials.

AFTER TESTING

- 9. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
- 10. RETURN OF COMPLETED MATERIALS: When all testing and makeups have been completed, return them to:

Myron Friedman
ORE
Administration Building Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and EvaluationCHECKLIST FOR CAT TESTING FOR MIGRANT STUDENTS--FALL, 1978
GRADES 6-8, TEST LEVEL 3

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. Students who participated in the Title I Migrant CAT testing during spring, 1978, or who took the appropriate level of the CAT during District-wide testing in the spring, 1978, may not have to take the test this fall. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 6-8 should be given only the Vocabulary subtest of the Reading Section of the CAT Level 3. The testing must be completed, including makeups, by November 10, 1978. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

- ____ 1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
- ____ 2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-17 must be closely read and thoroughly understood.
- ____ 3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the test manual, the administration of the Vocabulary Test should take about 35 minutes. The approximate time required is listed below.
 - a. 20 minutes for preliminary activities: completing identifying data on answer sheet and general directions for testing.
 - b. 15 minutes for the Vocabulary Test

You may want to test all migrant students in a group or one class at a time. The decision is up to you and your principal after you have discussed the problem in relation to the situation at your particular school. It is best, if at all possible, not to test on Mondays or Fridays, especially Mondays. Arrangements must also be made so that makeups can be given in a quiet place to those students who were absent from the original testing.

4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:

- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
- b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
- c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
- d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
- f. Remind students to bring two No. 2 pencils.

5. Check the test booklets for pencil marks. Erase any marks you find.

6. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TEST

7. MATERIALS NECESSARY FOR ADMINISTRATION:

- a. Sufficient test booklets
- b. Extra No. 2 pencils
- c. A stop watch or other timepiece with a second hand
- d. Scratch paper (for the Comprehension Test)
- f. Sign for your door reading, "TESTING. DO NOT DISTURB."

8. HAVE STUDENTS COMPLETE DATA ON ANSWER SHEETS: The students should record the following data on their answer sheets (see attached example) and bubble in all information:

- a. Name
- b. School Name
- c. School Number (list Travis Heights 140, Allan 041, Fulmore 043, and Martin 051)
- d. Grade
- e. Form (A)
- f. Level (3)
- g. Sex

Student number and teacher number can be left blank for now.

9. ADMINISTRATION: Administer the tests following the directions on page 15-20 of the manual. Begin following the directions on page 13 after completing the answer sheets. Readminister these directions at the beginning of any additional testing sessions. When administering the tests, remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.).
 - b. You may not rephrase the test question, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
 - c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with test materials.

AFTER TESTING

10. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
11. CODING STUDENT NUMBERS: Before the answer sheets can be returned to the Office of Research and Evaluation, each student's AISD ID number must be coded on his answer sheet by the teacher.
12. Go through all your students' test booklets. Make sure you erase any pencil marks made during the testing in your room.
13. RETURN OF COMPLETED MATERIALS: When all testing and makeups have been completed, return them to:

Myron Friedman
ORE
Administration Building Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

CHECKLIST FOR CAT TESTING FOR MIGRANT STUDENTS--FALL, 1978

GRADES 9-12, TEST LEVEL 4

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. Students who participated in the Title I Migrant CAT testing during spring, 1978, or who took the appropriate level of the CAT during District-wide testing in the spring, 1978, may not have to take the test this fall. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 9-12 should be given only the Vocabulary subtest of the Reading Section of the CAT Level 4. The testing must be completed, including makeups, by November 10, 1978. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-17 must be closely read and thoroughly understood.
3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 35 minutes:
 - a. 20 minutes for preliminary activities: completing identifying data on answer sheet and general directions for testing.
 - b. 15 minutes for the Vocabulary subtest.

You may want to test all migrant students in a group or one class at a time. This is up to you and your principal. It is best, if at all possible, not to test on Mondays or Fridays, especially Mondays. Arrangements must also be made so that makeups can be given in a quiet place to those students who were absent at the time of testing.

4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:

- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
- b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
- c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
- d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
- e. Remind the students to bring two No. 2 pencils.

- ____ 5. Check the test booklets for pencil marks. Erase any marks you find.
- ____ 6. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TESTS

- ____ 7. MATERIALS NECESSARY FOR ADMINISTRATION:
 - ____ a. Sufficient test booklets
 - ____ b. Sufficient answer sheets
 - ____ c. Extra No. 2 pencils
 - ____ d. A stop watch or other timepiece with a second hand
 - ____ e. Sign for your door reading, "TESTING. DO NOT DISTURB."
- ____ 8. HAVE STUDENTS COMPLETE DATA ON ANSWER SHEETS: The students should record and bubble in all information on their answer sheets (see attached example):
 - ____ a. Name
 - ____ b. School name
 - ____ c. Sex
 - ____ d. Form (A)
 - ____ e. Level (6)
 - ____ f. School number (Johnston 003, Travis 007)
 - ____ g. Grade

Student number and teacher number can be left blank for now.

9. ADMINISTRATION: Administer the tests following the directions on pages 15-17 of the manual. Begin following the directions on page 15 after completing the answer sheets. Readminister these directions at the beginning of additional testing sessions. When administering the tests, remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.)
 - b. You may not rephrase the test questions, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
 - c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with the test materials.

AFTER TESTING

10. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
11. CODING STUDENT NUMBERS: Before the answer sheets can be returned to the Office of Research and Evaluation, each student's AISD ID number must be coded on his answer sheet by the teacher.
12. Go through all test booklets. Make sure you erase any extra marks made during the testing in your room.
13. RETURN OF COMPLETED MATERIALS: When all testing and makeups have been completed, return them to:

Myron Friedman
ORE
Administration Building Box 79

March 5, 1979

TO: Migrant Teachers Addressed
 FROM: M. F. Myron Friedman
 SUBJECT: Spring CAT Testing of Migrant Students

As part of the Migrant Program Evaluation, migrant students will be posttested with the CAT during the week of March 19-23. This testing will be a special administration of the CAT (for purposes of the Migrant Program Evaluation, migrant students will be tested with a test level which is below that normally used in Districtwide Testing). Where possible the Migrant Evaluation will use test data provided by Districtwide Testing or the special administration of the SCE Evaluation at the sixth grades. This will be done in order to avoid the repeated testing of students. The following information should be used in planning for the testing.

- WHO SHOULD BE TESTED? All migrant students who have received instruction from a Migrant teacher through the end of the second quarter (February 28) must be tested.
- WHO GIVES THE TEST? Students in grades 4-5 and grades 7-12 will be tested by the Migrant teacher on each campus. Migrant students in grade 6 will be tested by their classroom teachers according to the procedures outlined by the SCE Evaluation. Students in grades K-3 will not participate in any special test administration. Their regular Districtwide Testing scores will be used for the evaluation of the Migrant Program objectives.
- WHEN SHOULD TESTS BE GIVEN? March 19 or 20.
- WHEN SHOULD MAKEUPS BE GIVEN? March 21 or 22.
- WHICH TESTS WILL BE GIVEN? Grades 4 and 5 will be given the CAT Reading Test (Vocabulary and Comprehension). Grades 7-12 will be given the CAT Reading Test (Vocabulary only).
- HOW LONG WILL IT TAKE? For grades 4 and 5, plan for two periods. For grades 7-12 plan for one period.
- WHEN WILL MATERIALS BE DELIVERED? On March 15, the testing procedures and materials will be delivered to you by an ORE staff member.
- HOW WILL TEST MATERIALS BE RETURNED TO ORE? On Friday, March 23, an ORE staff member will return to your school to pick up completed test materials.

If you have any questions concerning the testing, please call me at 498-1228.

cc: Lee Laws
 Oscar Cantu
 Jose Mata
 Principals of Teachers Addressed

Teachers Addressed:
 Leigh Black Nabor Flores
 Jan Ford Adriana Gonzales
 Rosi Reyes Jane Reynolds
 Pat Sanders Theresa Rodriguez
 Amie Mitchell Maureen Mayfield
 Cathy Murphy Nancy Tovar

Approved: [Signature]
 Senior Evaluator for Compensatory Education Programs

Approved: [Signature]
 Director, Office of Research and Evaluation

Approved: [Signature]
 Director, Elementary Education

Approved: [Signature]
 Director, Secondary Education

51

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 13, 1979

TO: Migrant Teachers Addressed

FROM: Myron Friedman

SUBJECT: Spring Cat Testing of Migrant Students

Enclosed are the procedures and test booklets for administering the CAT to migrant students on your campus. Please remember that

- All migrant students in grades 4-5 and 7-12 who have received instruction from a migrant teacher during the first two quarters of this academic year (through February 28) must be tested.
- All testing, including makeups, should be completed on March 22.
- ORE staff will return to your school on Friday, March 23 to pick up all test materials. Please have everything ready.

Please check the enclosed materials to make sure that you have

- ___ a roster of students to be tested;
- ___ a checklist of testing procedures; and
- ___ sufficient test booklets and answer sheets (for levels 3 and 4).

If you have any questions concerning the testing, please call me at 438-1228.

cc: Lee Lave	Teachers Addressed:
Oscar Cantu	Leigh Black
Jose Mata	Jan Ford
Principals of Teachers Addressed	Rosi Reyes
	Pat Sanders
	Amie Mitchell
	Cathy Murphy
	Naber Flores
	Adriana Gonzales
	Jane Reynolds
	Theresa Rodriguez
	Maureen Mayfield
	Nancy Tovar

Approved: *Sharon Dyer*
Senior Evaluator for Compensatory Education Programs

Approved: *Earle M. Kelly*
Director, Office of Research and Evaluation

Approved: *Pat Sanders*
Director, Elementary Education

Approved: *Lucas M. Lopez*
Director, Secondary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and EvaluationCHECKLIST FOR CAT TESTING FOR MIGRANT STUDENT/S—SPRING, 1979
GRADES 4-5, TEST LEVEL 2

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. All migrant students who received instruction from a Migrant teacher through the end of the second quarter (February 28, 1979) must be tested on the appropriate level of the CAT. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 4-5 should be given the Reading Section (Vocabulary and Reading Comprehension) of the CAT Level 2. The testing must be completed, including makeups, by March 22, 1979. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

- ___ 1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
- ___ 2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 11-14, 18-24 must be closely read and thoroughly understood.
- ___ 3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 70 minutes:
 - a. Twenty minutes for preliminary activities: completing identifying data on test booklets and general directions for testing.
 - b. Twenty minutes for the Vocabulary subtest.
 - c. Thirty minutes for the Reading Comprehensive subtest.

You may want to test all migrant students in a group or one class at a time. This is up to you and your principal. If you test in the classroom, plan for two periods; one for general instructions, completing answer sheets, and administering the Reading Vocabulary Test; and one day for administering the Reading Comprehension Test. Arrangements must also be made so that makeups can be given in a quiet place.

- ____ 4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:
- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
 - b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
 - c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
 - d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
 - e. Remind students to bring two No. 2 pencils.

- ____ 5. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TESTS

- ____ 6. MATERIALS NECESSARY FOR ADMINISTRATION:
- ____ a. Sufficient test booklets
 - ____ b. Extra No. 2 pencils
 - ____ c. A stop watch or other timepiece with a second hand
 - ____ d. Scratch paper (for the Comprehension Test)
 - ____ e. Sign for your door reading "TEST. DO NOT DISTURB."
- ____ 7. COMPLETING STUDENT DATA ON TEST BOOKLET: Supervise the students as they record the following information on the back of their test booklets:
- ____ a. Name
 - ____ b. Grade
 - ____ c. Teacher's Name (your name)
 - ____ d. Test Date
- ____ 8. ADMINISTRATION: Administer the tests following the directions on pages 19-24 of the manual. When administering the tests remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.).

- b. You may not rephrase the test questions, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
- c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with the test materials.

AFTER TESTING

- ___ 9. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
- ___ 10. RETURN OF COMPLETED MATERIALS: An ORE staff person will pick up the test materials from you on Friday morning, March 23. Please have all materials ready.

TESTING SESSION LOG

Teacher's Name _____ School _____

Test _____ Date _____

Indicate any conditions or occurrences which might reduce the validity of any student's test results. For example, note such things as illness, extreme negativism, random answering, significant interruptions, and cheating. On the lines below give the student's name and the invalidating condition. For an event that affects all students write "all" in the name column.

NAME	DISTURBING EVENT OR CONDITION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and EvaluationCHECKLIST FOR CAT TESTING FOR MIGRANT STUDENTS-- SPRING, 1979
GRADES 7-8, TEST LEVEL 3

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. All migrant students who received instruction from a Migrant teacher through the end of the second quarter (February 28, 1979) must be tested on the appropriate level of the CAT. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 7-8 should be given only the Vocabulary subtest of the Reading Section of the CAT Level 3. The testing must be completed, including makeups, by March 22, 1979. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

- ___ 1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
- ___ 2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-17 must be closely read and thoroughly understood.
- ___ 3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the test manual, the administration of the Vocabulary Test should take about 35 minutes. The approximate time required is listed below.
 - a. Twenty minutes for preliminary activities: Completing identifying data on answer sheet and general directions for testing.
 - b. Fifteen minutes for the Vocabulary Test.

You may want to test all migrant students in a group or one class at a time. The decision is up to you and your principal after you have discussed the problem in relation to the situation at your particular school. Arrangements must also be made so that makeups can be given in a quiet place to those students who were absent from the original testing.

4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:

- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
- b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
- c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
- d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
- f. Remind students to bring two No. 2 pencils.

5. Check the test booklets for pencil marks. Erase any marks you find.

6. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TEST

7. MATERIALS NECESSARY FOR ADMINISTRATION:

- a. Sufficient test booklets
- b. Extra No. 2 pencils
- c. A stop watch or other timepiece with a second hand
- d. Scratch paper (for the Comprehension Test)
- f. Sign for your door reading, "TESTING. DO NOT DISTURB."

8. HAVE STUDENTS COMPLETE DATA ON ANSWER SHEETS: The students should record the following data on their answer sheets (see attached example) and bubble in all information:

- a. Name
- b. School Name
- c. School Number (list Travis Heights 140, Allan 041, Fulmore 043, and Martin 051)
- d. Grade
- e. Form (A)
- f. Level (3)
- g. Sex

Student number and teacher number can be left blank for now.

9. ADMINISTRATION: Administer the tests following the directions on page 15-20 of the manual. Begin following the directions on page 15 after completing the answer sheets. Readminister these directions at the beginning of any additional testing sessions. When administering the tests, remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.).
 - b. You may not rephrase the test question, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
 - c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with test materials.

AFTER TESTING

10. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
11. CODING STUDENT NUMBERS: Before the answer sheets can be returned to the Office of Research and Evaluation, each student's AISD ID number must be coded on his answer sheet by the teacher.
12. Go through all your students' test booklets. Make sure you erase any pencil marks made during the testing in your room.
13. RETURN OF COMPLETED MATERIALS: An ORE staff person will pick up the test materials from you on Friday morning, March 23. Please have all materials ready.

WHAT INFORMATION NEEDS TO BE FILLED OUT ON THE ANSWER SHEET?

Before the test begins, help the student write and bubble in all the information circled above except student number. After the testing, it will be necessary for you to fill in the ID number for each child. (The school number for Allan is 041. The school number for Martin is 051.)

TESTING SESSION LOG

Teacher's Name _____ School _____

Test _____ Date _____

Indicate any conditions or occurrences which might reduce the validity of any student's test results. For example, note such things as illness, extreme negativism, random answering, significant interruptions, and cheating. On the lines below give the student's name and the invalidating condition. For an event that affects all students write "all" in the name column.

NAME	DISTURBING EVENT OR CONDITION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and EvaluationCHECKLIST FOR CAT TESTING FOR MIGRANT STUDENTS—SPRING, 1979
GRADES 9-12, TEST LEVEL 4

As part of the Title I Migrant Program Evaluation for 1978-79, it is necessary that migrant students in schools with a Migrant teacher be administered the California Achievement Tests on a pretest-posttest basis. All Migrant students who received instruction from a Migrant teacher through the end of the second quarter (February 28, 1979) must be tested on the appropriate level of the CAT. Please check the attached list carefully in order to insure that the identified students are tested.

The migrant students in grades 9-12 should be given only the Vocabulary subtest of the Reading Section of the CAT Level 4. The testing must be completed, including makeups, by March 22, 1979. The following checklist form describes the steps necessary for a valid and complete testing.

BEFORE TESTING

- ___ 1. READ THESE INSTRUCTIONS: This memo provides an overview of what must be done.
- ___ 2. READ THE TEST MANUAL: Reading the test manual allows you to become familiar with this particular test and helps you discover questions concerning the testing procedure before the actual testing session. It is not necessary to read the entire manual, but pages 10-17 must be closely read and thoroughly understood.
- ___ 3. DETERMINE WHEN AND WHERE THE TESTS ARE TO BE ADMINISTERED: According to the manual, the administration of the Reading Section takes approximately 35 minutes:
 - a. Twenty minutes for preliminary activities: completing identifying data on answer sheet and general directions for testing.
 - b. Fifteen minutes for the Vocabulary subtest.

You may want to test all migrant students in a group or one class at a time. This is up to you and your principal. Arrangements must also be made so that makeups can be given in a quiet place to those students who were absent at the time of testing.

- ___ 4. PREPARE STUDENTS FOR TESTING: In preparing the students for testing, keep the following points in mind:

(continued, page 13 of 16)

- a. Test results are used to help school staffs in planning and evaluating programs; they are not used to determine grades.
- b. Few students can correctly answer all or even most of the questions on these tests. The important thing is for each student to show the school those questions for which the student does know the correct answer.
- c. Don't overly emphasize the seriousness of taking tests, but also don't belittle the tests either. Teacher attitude is critical; if teachers take the tests seriously, it is more likely that students will try their best.
- d. The students should answer all questions on the tests even if they are not sure of the answer. This, of course, does not mean that they should answer the test randomly, but they should indicate their best guess as to the correct response when they are not sure.
- e. Remind the students to bring two No. 2 pencils.

- ____ 5. Check the test booklets for pencil marks. Erase any marks you find.
- ____ 6. REVIEW THE TEST MANUAL PRIOR TO ADMINISTERING THE TESTS.

THE DAY OF THE TESTS

- ____ 7. MATERIALS NECESSARY FOR ADMINISTRATION:
- ____ a. Sufficient test booklets
 - ____ b. Sufficient answer sheets
 - ____ c. Extra No. 2 pencils
 - ____ d. A stop watch or other timepiece with a second hand
 - ____ e. Sign for your door reading, "TESTING. DO NOT DISTURB."
- ____ 8. HAVE STUDENTS COMPLETE DATA ON ANSWER SHEETS: The students should record and bubble in all information on their answer sheets (see attached example):
- ____ a. Name
 - ____ b. School name
 - ____ c. Sex
 - ____ d. Form (A)
 - ____ e. Level (4)
 - ____ f. School number (Johnston 003, Travis 007)
 - ____ g. Grade

Student number and teacher number can be left blank for now.

9. ADMINISTRATION: Administer the tests following the directions on pages 15-17 of the annual. Begin following the directions on page 15 after completing the answer sheets. Readminister these directions at the beginning of additional testing sessions. When administering the tests, remember:
- a. You may repeat pretest instructions, or rephrase instructions if necessary to insure that students understand what is to be done (How to mark the answer sheet, etc.)
 - b. You may not rephrase the test questions, explain what a word in a test question means, etc. (otherwise, the percentile scores will not correctly indicate student achievement levels).
 - c. Allow students exactly the time prescribed.

Keep a "log" during the testing periods to record abnormal student behaviors which may invalidate the student's test scores. For example, "James looks pale and has a very bad cold. He is not as alert as usual." The attached form can be used for this purpose. Turn the log in with the test materials.

AFTER TESTING

10. MAKEUP TESTING: Arrangements must be made so that students who missed one or more subtests can be tested. Makeup testing like all standardized testing must be done in a quiet area free from distractions. Someone must be present to monitor the students.
11. CODING STUDENT NUMBERS: Before the answer sheets can be returned to the Office of Research and Evaluation, each student's AISD ID number must be coded on his answer sheet by the teacher.
12. Go through all test booklets. Make sure you erase any extra marks made during the testing in your room.
13. RETURN OF COMPLETED MATERIALS: An ORE staff person will pick up the test materials from you on Friday morning, March 23. Please have all materials ready.

TESTING SESSION LOG

Teacher's Name _____ School _____

Test _____ Date _____

Indicate any conditions or occurrences which might reduce the validity of any student's test results. For example, note such things as illness, extreme negativism, random answering, significant interruptions, and cheating. On the lines below give the student's name and the invalidating condition. For an event that affects all students write "all" in the name column.

NAME	DISTURBING EVENT OR CONDITION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

FILE ID A/J/V

CARD FILE LAYOUT

LOCATION:

Page 01PROGRAM: Title I MigrantAISDYEAR: 1978-79X UT PF7156,3069, MIGCAT
acct.pass. Filename

CONTENTS:

'78-79 MIGRANT CAT SCORES

	1-3	AJV
	4-6	SCHOOL CODE
	7-27	NAME (LAST, FIRST)
	28-34	ID NUMBER
	36-37	GRADE
	38-	TEST DATE 1: (1)=2/13/78 (Grades 7-8) 4/3/78 (Grades 1-6); (2)=4/20/78 (3)=11/10/78
	40-41	CAT VOCAB RAW SCORE
	42-45	CAT VOCAB GRADE EQUIV.
	47-48	CAT COMP. RAW SCORE
	49-51	CAT. COMP. GRADE EQUIV.
	53-54	CAT. READING TOTAL RAW SCORE
	55-57	CAT. READING TOTAL GRADE EQUIVALENT
	59-	TEST DATE 2: (1)=2/13/79 (Grades 7-8) 4/10/79 Grades 1-6) (2)=4/20/79 (3)=4/20/79
	61-62	CAT VOCAB. RAW SCORE
	63-66	CAT. VOCAB GRADE EQUIV.
	68-69	CAT. COMP. RAW SCORE
	70-72	CAT COMP. GRADE EQUIV.
	74-76	CAT READING TOTAL RAW SCORE
	77-79	CAT READING TOTAL GRADE EQUIV.

PRETESTS

POSTTESTS

78.51

Attachment B-3
58

B-37

67

RUN NAME CROSSBREAK OF MIGCAT PRE,POST,GAIN,AND GAIN/MONTH
 FILE NAME MIGCAT 1978-79 MIGRANT CAT ANALYSIS
 VARIABLE LIST SCHOOL,GRADE,TDATE,PREVOC,PRETOT,TDATE2,POVOC,POTOT
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(1X,F3,T36,F2,F1,T42,F4.1,T55,F3.1,1X,F1,T63,F4.1,
 177,F3.1)
 N OF CASES UNKNOWN
 SELECT IF ((TDATE GT 0)OR(GRADE EQ 1))
 SELECT IF ((TDATE2 GT 0)OR(GRADE EQ 1))
 IF (GRADE GE 6)PRETOT=PREVOC
 IF (GRADE GE 6)POTOT=POVOC
 COMPUTE GAIN=POTOT-PRETOT
 COMPUTE MONTH=0
 IF (TDATE EQ 1 OR 2)MONTH=10
 IF ((TDATE EQ 3 AND TDATE2 EQ 1)AND (GRADE EQ 7 OR 8))MONTH=3
 IF ((TDATE EQ 3 AND TDATE2 EQ 1)AND (GRADE NE 7 OR 8))MONTH=5
 IF ((TDATE EQ 3)AND(TDATE2 EQ 2 OR 3))MONTH=4
 COMPUTE AVGAIN=(GAIN*10)/MONTH
 COMPUTE EXGAIN=.8
 COMPUTE GROUP=0
 IF (AVGAIN GE EXGAIN)GROUP=1
 COMPUTE DATE=0
 IF (TDATE EQ 3)DATE=1
 PRINT FORMATS PRETOT,POTOT,GAIN,EXGAIN,AVGAIN(2)
 CROSSTABS TABLES=GRADE BY GROUP/GRADE BY GROUP BY DATE
 READ INPUT DATA
 BREAKDOWN VARIABLES=GRADE(1,12)/PRETOT,POTOT,GAIN,EXGAIN,AVGAIN(10,11)/
 GROUP(0,1)/TDATE(1,3)DATE(0,1)/
 CROSSBREAK=PRETOT,POTOT,GAIN,EXGAIN,AVGAIN BY GRADE BY GROUP/
 PRETOT,POTOT,GAIN,EXGAIN,AVGAIN BY GRADE BY GROUP BY DATE
 FINISH

78.51

Attachment B-4

```

010121R      2.      PROGRAM TEARPT(TAPE1,TAPE2,TAPE3,TAPE4)
                   INTEGER DATES(17,2),LEVS(5),COMPS(2,5),TESTS(2,3),GAIN(21),
                   IDATE(2,2),GRADE,LEV,NPUP(5),CLABEL(5),TLABEL(3),NDATES(2),
                   NLEV,NCOMP
010121R      3.      REAL MEANS(3)
010121R      4.      CALL GETLAB(DATES,LEVS,COMPS,TESTS)
010246R      5.      10 READ(2,2001,END=300)GRADE,NPUP(1),NDATES,NLEV,NCOMP
010261R      6.      2001 FORMAT(12,1X,13,4(1X,1))
010261R      7.      CALL PUTIN(GRADE,NCOMP,GAIN,NPUP,MEANS)
010265R      8.      DO 50 J=1,3
010266R      9.      TLABEL(J)=TESTS(NCOMP,J)
010266R     10.      50 CONTINUE
010274R     11.      DO 60 I=1,2
010275R     12.      DO 55 J=1,2
010277R     13.      DATE(I,J)=DATES(NDATES(I),J)
010277R     14.      55 CONTINUE
010305R     15.      60 CONTINUE
010310R     16.      DO 70 J=1,5
010312R     17.      CLABEL(J)=COMPS(NCOMP,J)
010312R     18.      70 CONTINUE
010320R     19.      LEV=LEVS(NLEV)
010321R     20.      NPUP(5)=NPUP(1)-NPUP(2)-NPUP(3)-NPUP(4)
010324R     21.      CALL PUTOUT(GRADE,GAIN,DATE,LEV,NPUP,CLABEL,TLABEL,MEANS)
010335R     22.      DO 10 10
010335R     23.      300 CONTINUE
010336R     24.      END

```

B-39

NUMBER AND NAME CROSS REFERENCE MAP (SN=STATEMENT NUMBER, FN=FORMAT)
 (LN=LENGTH OF FORMATTED RECORD)
 NUMBER USE ADDRESS REFERENCES (A=ASSIGNED, J=JUMP, T=TRACE)
 (D=USED IN DO, L=LOCATION, R=READ, W=WRITE)

10	SN	010246R	22J	5L
50	SN	010274R	10L	8D
55	SN	010303R	14L	12D
60	SN	010306R	15L	11D
70	SN	010320R	18L	16D
300	SN	010336R	23L	
2001	FN	LN= 14	6L	5R

NAME	TYPE	MAIN USE	ADDRESS	BLOCK	(*=NULL, A=ASSIGN, D=DECLARFD) (U=USED, S=STORED, P=PARAMETER) (L=LOOP PARAMETER, I=DO INDEX)								
CLABEL	I	ARRAY	010121R	21P	17S	20							
COMPS	I	ARRAY	010200R	17U	4P	2D							
DATE	I	ARRAY	010126R	21P	17S	2D							
DATES	I	ARRAY	010132R	13U	4P	2D							
END		SYSTEM		24U									
GAIN	I	ARRAY	010214R	21P	7P	2D							
GETLAB	R	EXTERNAL		4U									
GRADE	I	VARIABLE	010212R	21P	7P	5S	2D						
I	I	VARIABLE	010366R	15U	14U	13U	12S	11I					
INITIAL		SYSTEM		5U									
IOFLAG		SYSTEM											
J	I	VARIABLE	010365R	17U	16I	14D	13U	12I	9U	8I			
LEV	I	VARIABLE	010213R	21P	19S	2D							

78.51

Attachment B-5
(Page 1 of 10)

LEVS	I ARRAY	010162B	19U	4P	20			
MEANS	R ARRAY	010157B	21P	7P	30			
NCOMP	I VARIABLE	010167B	17U	9U	7P	55	20	
NDATES	I ARRAY	010241B	13U	55	20			
NLEV	I VARIABLE	010156B	19U	55	20			
NPUP	I ARRAY	010173B	21P	205	20U	7P	55	20
PUTIN	R EXTERNAL		7U					
PUTOUT	R EXTERNAL		21U					
QENTRY	SYSTEM		24U					
READN	SYSTEM		5U					
READ1	SYSTEM		5U					
RETURN	SYSTEM		24U					
TAPE2	FILE		5U					
TEARPT	I EXTERNAL		1D					
TERMAL	SYSTEM		5U					
TESTS	I ARRAY	010150B	9U	4P	20			
TLABEL	I ARRAY	010170B	21P	95	20			

VARIABLE AND ARRAY NAMES SORTED BY ADDRESS

(B=RELATIVE ADDRESS)

(C=RELATIVE TO //)

010121B CLABEL	010126B DATE	010132B DATES	010150B TESTS	010156B NLEV	010157B MEANS
010162B LEVS	010167B NCOMP	010170B TLABEL	010173B NPUP	010200B COMPS	010212B GRADE
010213B LEV	010214B GAIN	010241B NDATES	010165B J	010366B I	

PROGRAM-UNIT LENGTH STATISTICS (OCTAL):

TOTAL	I/O	BLANK	COMMON	STATEMENT	EXECUTABLE	ECS/LCM
LENGTH	BUFFERS	COMMON	BLOCKS	FUNCTIONS	CODE	STORAGE
010367B	010121B	000000B	000000B	000000B	000075B	000000B

UNIT	PARAMETER	CONSTANTS	I/O	TEMPORARY	LOCAL	TRACING
SETUP	LISTS		FORMATS	STORAGE	STORAGE	STORAGE
000006B	000000B	000012B	000003B	000002B	000124B	000000B

78.51

Attachment B-5
(continued, page 2 of 10)

```

000000B      3.      SUBROUTINE GETLAB(DATES,LEVS,COMPS,TESTS)
000000B      4.      INTEGER DATES(7,2),LEVS(5),COMPS(2,5),TESTS(2,3)
000021B      5.      1001 FORMAT(2A10)
000021B      6.      READ(1,1001)LEVS
000027B      7.      READ(1,1001)((COMPS(I,J),J=1,5),I=1,2)
000047B      8.      1003 FORMAT(5A10)
000047B      9.      READ(1,1004)((TESTS(I,J),J=1,3),I=1,2)
000067B     10.      1004 FORMAT(3A10)
000067B     11.      RETURN
000070B     12.      END

```

NUMBER AND NAME CROSS REFERENCE MAP (SN=STATEMENT NUMBER, FN=FORMAT)
(LN=LENGTH OF FORMATTED RECORD)

NUMBER USE ADDRESS REFERENCES (A=ASSIGNED, J=JUMP, T=TRACE)
(B=USED IN DO, L=LOCATION, R=READ, W=WRITE)

NUMBER	USE	ADDRESS	REFERENCES
1001	FN	LN= 20	5L 4R
1003	FN	LN= 50	8L 7R 6R
1004	FN	LN= 30	10L 9R

NAME TYPE MAIN USE ADDRESS BLOCK (I=NULL, A=ASSIGN, D=DECLARED)
(U=USED, S=STORED, P=PARAMETER)
(L=LOOP PARAMETER, I=DO INDEX)

NAME	TYPE	MAIN USE	ADDRESS	BLOCK	I	A	D	U	S	P	L	I
COMPS	I	PAR ARRAY	000003B	75	3D	2D						
DATES	I	PAR ARRAY	000001B	45	3D	2D						
GETLAB	I	EXTERNAL		2D								
I	I	VARIABLE	000116B	9U	9S	9I	7U	7S	7I	4U	4S	4I
INITIAL		SYSTEM		9U	7U	6U	4U					
J	I	VARIABLE	000117B	9U	9U	9I	7U	7U	7I	4U	4U	4I
LEVS	I	PAR ARRAY	000002B	6S	3D	2D						
READN		SYSTEM		6U								
READI		SYSTEM		9U	7U	4U						
RETURN		SYSTEM		11U								
TAPEI		FILE		9U	7U	6U	4U					
TERMI		SYSTEM		9U	7U	6U	4U					
TESTS	I	PAR ARRAY	000004B	9S	3D	2D						

VARIABLE AND ARRAY NAMES SORTED BY ADDRESS (B=RELATIVE ADDRESS)
(C=RELATIVE TO //)

000116B I 000117B J

PROGRAM-UNIT LENGTH STATISTICS (OCTAL):

TOTAL	I/O	BLANK	COMMON	STATEMENT	EXECUTABLE	ECS/LCH
LENGTH	BUFFERS	COMMON	BLOCKS	FUNCTIONS	CODE	STORAGE
000120B	000000B	000000B	000000B	000000B	000070B	000000B

UNIT	PARAMETER	CONSTANTS	I/O	TEMPORARY	LOCAL	TRACING
SETUP	LISTS		FORMATS	STORAGE	STORAGE	STORAGE
000016B	000000B	000001B	000006B	000001B	000002B	000000B


```

000000H 3. SUBROUTINE PUTIN(IGRADE, NTEST, GAIN, NPUP, MEANS)
000000H 4. INTEGER GRADE, NTEST, GAIN(21), NPUP(5), IND, IGRADE, DAY1, DAY2, IDIFF
000000H 5. REAL MEANS(3), PRE(2), POS(2), SUM(2), DIN, MON
000015H 6. DO 2 I=1, 21
000015H 7. GAIN(I)=0
000020H 8. 2 CONTINUE
000021H 9. DO 4 I=2, 5
000021H 10. NPUP(I)=0
000024H 11. 4 CONTINUE
000024H 12. SUM(1)=0.0
000024H 13. SUM(2)=0.0
000030H 14. BACKSPACE 3
000044H 15. 10 READ(3, 3001, .END.=200) IGRADE, DAY1, PRE(2), PRE(1), DAY2, POS(2), POS(1)
000044H 16. 3001 FORMAT(35X, 12+11, 3X, F4.1, 9X, F3.1, 1X, 11, 3X, F4.1, 10X, F3.1)
000045H 17. IF (IGRADE .NE. 1) GO TO 200
000046H 18. IND=5
000052H 19. IF (DAY1 .NE. 0) IND=IND-2
000055H 20. IF (DAY2 .NE. 0) IND=IND-1
000056H 21. NPUP(IND)=NPUP(IND)+1
000060H 22. IF (IND .NE. 2) GO TO 10
000061H 23. MON=10.0
000063H 24. IF (DAY1 .NE. 3) GO TO 20
000064H 25. MON=5.0
000072H 26. IF (IGRADE .EQ. 7 .OR. GRADE .EQ. 8) MON=3.0
000076H 27. IF (DAY2 .NE. 1) MON=4.0
000103H 28. 20 IDIFF=INT(100.0*(POS(NTEST)-PRE(NTEST))/MON+1.51)
000105H 29. IF (IDIFF .GE. 2) GO TO 40
000106H 30. GAIN(1)=GAIN(1)+1
000107H 31. GO TO 100
000111H 32. 40 IF (IDIFF .LE. 20) GO TO 80
000113H 33. GAIN(21)=GAIN(21)+1
000113H 34. GO TO 100
000115H 35. 80 GAIN(IDIFF)=GAIN(IDIFF)+1
000120H 36. 100 SUM(1)=SUM(1)+PRE(NTEST)
000122H 37. SUM(2)=SUM(2)+POS(NTEST)
000122H 38. GO TO 10
000124H 39. 200 IF (NPUP(2) .EQ. 0) GO TO 300
000125H 40. DEN=FLOAT(NPUP(2))
000126H 41. MEANS(1)=SUM(1)/DEN
000127H 42. MEANS(2)=SUM(2)/DEN
000131H 43. MEANS(3)=MEANS(2)-MEANS(1)
000133H 44. RETURN
000134H 45. 300 DO 350 I=1, 3
000134H 46. MEANS(I)=1000.0
000137H 47. 350 CONTINUE
000140H 48. RETURN
END

```

B-42

NUMBER AND NAME CROSS REFERENCE MAP (SN=STATEMENT NUMBER, FN=FORMAT)
 (LN=LENGTH OF FORMATTED RECORD)
 NUMBER USE ADDRESS REFERENCES I A=ASSIGNED, J=JUMP, T=TRACE
 (D=USED IN DO, L=LOCATION, H=READ, W=WRITE)

72	SN	000020H	7L	SD
4	SN	000024H	10L	RD

PUTIN

78.51

Attachment B-5
(continued, page 4 of 10)

10	SH	000030H	37J	21J	14L
20	SH	000076H	27L	23J	
40	SH	000110H	31L	28J	
80	SH	000140H	34L	31J	
100	SH	000160H	35L	33J	30J
200	SH	000123H	38L	16J	
300	SH	000133H	44L	38J	
350	SH	000137H	46L	44D	
3001	FN	LN= 79	15L	14R	

NAME	TYPE	MAIN	USE	ADDRESS	BLOCK	(*=NULL, A=ASSIGN, D= DECLARFD)	(U=USED, S=STORED, P=PARAMETER)	(L=LOOP PARAMETER, I= DO INDFR)							
BACKSP=	SYSTEM				13U										
DAY1	I	VARIABLE		000000H	23U	18U	14S	3D							
DAY2	I	VARIABLE		000001H	26U	19U	14S	3D							
DEN	R	VARIABLE		000222H	41U	40U	39S								
DIM	R	INTRINSIC			4D										
FLOAT	R	INTRINSIC			19U										
GAIN	I	PAR ARRAY		000003H	34S	34U	32S	32H	29S	29U	6S	3D	2D		
GRADE	I	PARAMETER		000001H	25U	16U	3D	2H							
I	I	VARIABLE		000223H	45U	44I	9U	8I	6U	5I					
IDIFF	I	VARIABLE		000010H	35U	34U	31U	28H	27S	3D					
IGRADE	I	VARIABLE		000007H	16U	14S	3D								
IND	I	VARIABLE		000011H	21U	20U	19S	19H	18S	18U	17S	3D			
INITIAL	SYSTEM				16U										
INT	I	INTRINSIC			27U										
IOFLAG	SYSTEM														
MEANS	R	PAR ARRAY		000005H	45S	42S	42U	41S	40S	4D	2D				
MON	R	VARIABLE		000004H	27U	26S	25S	24S	22S	4D					
NPUP	I	PAR ARRAY		000004H	19U	38U	20S	20H	9S	3D	2D				
NTEST	I	PARAMETER		000002H	36U	35U	27U	3D	2D						
POS	R	ARRAY		000005H	16U	27U	14S	4H							
PRE	R	ARRAY		000012H	35U	27U	14S	4H							
PUTIN	I	EXTERNAL			2D										
READ1	SYSTEM				14U										
RETURN=	SYSTEM				47U	43U									
SUM	R	ARRAY		000002H	41U	40U	36S	36H	35S	35U	12S	11S	4D		
TAPE3=	FILE				14U	13U									
TERMAT	SYSTEM				14U										

VARIABLE AND ARRAY NAMES SORTED BY ADDRESS

(B=RELATIVE ADDRESS;
(C= RELATIVE TO //)

000000H DAY1	000001H DAY2	000002H SUM	000004H MON	000005H POS	000007H IGRADE
000010H IDIFF	000011H IND	000012H PRE	000222H DEN	000223H I	

PROGRAM-UNIT LENGTH STATISTICS (OCTAL):

TOTAL	I/O	BLANK	COMMON	STATEMENT	EXECUTABLE	ECS/LCM
LENGTH	BUFFERS	COMMON	BLOCKS	FUNCTIONS	CODE	STORAGE
000224H	000000H	000000H	000000H	000000H	000124H	000000H

UNIT	PARAMETER	CONSTANTS	I/O	TEMPORARY	LOCAL	TRACING
SETUP	LISTS		FORMATS	STORAGE	STORAGE	STORAGE
000017H	000000H	000011H	000006H	000003H	000017H	000000H

```

SUBROUTINE PUTOUT (GRADE,GAIN,DATE,LEV,NPUP,CLABEL,TLABEL,
1MEANS)
000000B      2.  INTEGER GRADE,GAIN(21),DATE(2,3),LEV,NPUP(5),CLABEL(5),TLABEL(3)
000000B      3.  REAL MEANS(3)
000000B      4.  WRITE(4,4001)
000004B      5.  4001 FORMAT(1AUSTIN INDEPENDENT SCHOOL DISTRICT#,76X,#227 - 901#)
000004B      6.  WRITE(4,4002)
000010B      7.  4002 FORMAT(1X,34(1-#),27X,#SECTION 11#,27X,34(1-#))
000010B      8.  WRITE(4,4003)
000014B      9.  4003 FORMAT(1# DISTRICT NAME#,85X,#CO. DIST. NO.#)
000014B     10.  WRITE(4,4004)
000020B     11.  4004 FORMAT(58X,#PART C - TEST DATA#)
000020B     12.  WRITE(4,4005)
000024B     13.  4005 FORMAT(58X,#-----#,35X,#PAGE      OF#)
000024B     14.  WRITE(4,4006)
000030B     15.  4006 FORMAT(107X,#-----#)
000030B     16.  WRITE(4,4007)
000034B     17.  4007 FORMAT(105X,16(1-#))
000034B     18.  WRITE(4,4008)GRADE
000041B     19.  4008 FORMAT(11X,#GRADE LEVEL#,44X,12,37X,#FOR TEA USE ONLY#)
000041B     20.  WRITE(4,4009)
000045B     21.  4009 FORMAT(64X,#-----#)
000045B     22.  WRITE(4,4011)
000051B     23.  4011 FORMAT(10#,104X,16(1-#),# (B)#)
000051B     24.  WRITE(4,4013)
000055B     25.  4013 FORMAT(86X,44(1-#))
000055B     26.  WRITE(4,4014)
000061B     27.  4014 FORMAT(88X,#AVERAGE TENTHS OF      LINE      NUMBER#)
000061B     28.  WRITE(4,4015)
000065B     29.  4015 FORMAT(87X,#MONTH GAIN (LOSS) PER      NO.      OF PUPILS#)
000065B     30.  WRITE(4,4016)
000071B     31.  4016 FORMAT(87X, #MONTHS OF INSTRUCTION#)
000071B     32.  WRITE(4,4013)
000075B     33.  WRITE(4,4018)GAIN(1)
000102B     34.  4018 FORMAT(90X,#0.0 OR LESS#,11X,#(01)#,7X,12)
000102B     35.  WRITE(4,4019)CLABEL
000110B     36.  4019 FORMAT(5X,5A10,31X,44(1-#),
000110B     37.  WRITE(4,4020)GAIN(2)
000115B     38.  4020 FORMAT(5X,50(1-#),18X,#(A)#,15X,#.1#,19X,#(02)#,7X,12)
000115B     39.  WRITE(4,4021)
000121B     40.  4021 FORMAT(5X,#TITLE OF COMPONENT#,6,3X,44(1-#))
000121B     41.  WRITE(4,4022)GAIN(3)
000126B     42.  4022 FORMAT(91X,#.2#,19X,#(03)#,7X,12)
000126B     43.  WRITE(4,4013)
000132B     44.  WRITE(4,4024)GAIN(4)
000137B     45.  4024 FORMAT(11X,#DATES OF TESTING#,64X,#.3#,19X,#(04)#,7X,12)
000137B     46.  WRITE(4,4013)
000143B     47.  WRITE(4,4026)(DATE(1,1),1=1,2),GAIN(5)
000160B     48.  4026 FORMAT(6X,#(02)  PRETEST#,27X,#(02) #,9X,2A10,# #,8X,#.4#,19X,
1#(05)#,7X,12)
000160B     49.  WRITE(4,4031)
000164B     50.  WRITE(4,4028)(DATE(2,1),1=1,2),GAIN(6)
000201B     51.  4028 FORMAT(6X,#(03)  POSTTEST#,26X,#(03) #,9X,2A10,10X,#.5#,19X,
1#(06)#,7X,12)
000201B     52.  WRITE(4,4031)
000205B     53.  WRITE(4,4030)GAIN(7)
000212B     54.  4030 FORMAT(6X,#(04) NAME OF TEST#,24X,#(04) CALIFORNIA ACHIEVEMENT #,

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PUTOUT

78.51

Attachment B-5
(continued, page 6 of 10)

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000212H 55. 1#TEST5#.#.11X.#.6#.#.19X.#(07)#.#.7X.#.12)
000216H 56. 4031 WRITE(4,4031)
000216H 57. 4031 FORMAT(52X,30(#-#),4X,44(#-#))
000225H 58. 4032 WRITE(4,4032)TLABFL,GAIN(8)
000225H 58. 4032 FORMAT(6X,#(05) SURTEST#.#.26X,#(05) #.#.A10.#.9X.#.7#.#.19X.#(08)#.#.7X
112)
000225H 59. WRITE(4,4031)
000231H 60. WRITE(4,4034)GAIN(9)
000236H 61. 4034 FORMAT(13X,#LEVEL OF TEST#.#.65X.#.8#.#.19X.#(09)#.#.7X.#.12)
000236H 62. WRITE(4,4013)
000242H 63. WRITE(4,4036)LEV,GAIN(10)
000250H 64. 4036 FORMAT(6X,#(06) PRETEST#.#.46X,#(06) #.#.A10.#.9X.#.9#.#.19X,
1#(10)#.#.7X.#.12)
000250H 65. WRITE(4,4037)
000254H 66. 4037 FORMAT(73X,#-----#.#.4X,44(#-#))
000254H 67. WRITE(4,4038)LEV,GAIN(11)
000262H 68. 4038 FORMAT(6X,#(07) POSTTEST#.#.45X,#(07) #.#.A10.#.8X.#.1.0#.#.19X,
1#(11)#.#.7X.#.12)
000262H 69. WRITE(4,4037)
000266H 70. WRITE(4,4040)GAIN(12)
000273H 71. 4040 FORMAT(11X,#MEAN SCORES (GRADE EQUIVALENTS)#.#.48X,#1.1#.#.19X,
1#(12)#.#.7X.#.12)
000273H 72. WRITE(4,4013)
000277H 73. WRITE(4,4042)MEANS(1),GAIN(13)
000305H 74. 4042 FORMAT(6X,#(08) PRETEST#.#.48X,#(08) #.#.F4.1.11X.#1.2#.#.19X,
1#(13)#.#.7X.#.12)
000305H 75. WRITE(4,4037)
000311H 76. WRITE(4,4044)MEANS(2),GAIN(14)
000317H 77. 4044 FORMAT(6X,#(09) POSTTEST#.#.47X,#(09) #.#.F4.1.11X.#1.3#.#.19X,
1#(14)#.#.7X.#.12)
000317H 78. WRITE(4,4037)
000323H 79. WRITE(4,4046)GAIN(15)
000330H 80. 4046 FORMAT(13X,#DIFFERENCE BETWEEN PRE AND POSTTEST#.#.42X,#1.4#.#.19X,
1#(15)#.#.7X.#.12)
000330H 81. WRITE(4,4047)MEANS(3)
000335H 82. 4047 FORMAT(6X,#(10) SCORES (GRADE EQUIVALENT)#.#.30X,#(10) #,
1#F4.1.7X,44(#-#))
000335H 83. WRITE(4,4048)GAIN(16)
000342H 84. 4048 FORMAT(73X,#-----#.#.8X,#1.5#.#.19X,#(16)#.#.7X.#.12)
000342H 85. WRITE(4,4049)NPUP(1)
000347H 86. 4049 FORMAT(6X,#(11) NUMBER OF PARTICIPANTS (FROM SECTION 11#,
1#.#.PART B)#.#.9X,#(11) #.#.13.7X,44(#-#))
000347H 87. WRITE(4,4050)GAIN(17)
000354H 88. 4050 FORMAT(73X,#-----#.#.8X,#1.6#.#.19X,#(17)#.#.7X.#.12)
000354H 89. WRITE(4,4051)NPUP(2)
000361H 90. 4051 FORMAT(6X,#(12) NUMBER OF PUPILS PRE AND POSTTESTED#.#.22X,
1#(12) #.#.13.7X,44(#-#))
000361H 91. WRITE(4,4052)GAIN(18)
000366H 92. 4052 FORMAT(73X,#-----#.#.8X,#1.7#.#.19X,#(18)#.#.7X.#.12)
000366H 93. WRITE(4,4053)NPUP(3)
000373H 94. 4053 FORMAT(6X,#(13) NUMBER OF PUPILS PRETESTED BUT NOT POSTTESTED#.#,
112X,#(13) #.#.13.7X,44(#-#))
000373H 95. WRITE(4,4054)GAIN(19)
000400H 96. 4054 FORMAT(73X,#-----#.#.8X,#1.8#.#.19X,#(19)#.#.7X.#.12)
000400H 97. WRITE(4,4055)NPUP(4)
000405H 98. 4055 FORMAT(6X,#(14) NUMBER OF PUPILS POSTTESTED BUT NOT PRETESTED#.#,
112X,#(14) #.#.13.7X,44(#-#))
000405H 99. WRITE(4,4056)GAIN(20)

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B-45

83

78.51

Attachment B-5
(continued, page 7 of 10)

84

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0004128 100. 4056 FORMAT(7X, #-----# ,BX, #1.9#, 19X, # (20) # , 7X, 12)
0004128 101. WRITE(4, 4057) NPUP(5)
0004178 102. 4057 FORMAT(6X, # (15) NUMBER OF PUPILS NOT PRETESTED AND NOT #,
      1#POSTTESTED# ,BX, # (15) # , 13, 7X, 44 (#-#))
0004178 103. WRITE(4, 4058) GAIN(21)
0004248 104. 4058 FORMAT(7X, #-----# ,BX, #2.0 OR GREATER# ,BX, # (21) # , 7X, 12)
0004248 105. WRITE(4, 4013)
0004308 106. WRITE(4, 4060)
0004348 107. 4060 FORMAT(14X, #NOTE: LINES 12+13+14+15 = LINE 11#)
0004348 108. WRITE(4, 4061)
0004408 109. 4061 FORMAT(14X, #* MOST STUDENTS WERE TESTED SPRING 1978! MAKEUPS #,
      1#WERE GIVEN IN NOVEMBER, #)
0004408 110. RETURN
0004418 111. END

```

NUMBER AND NAME CROSS REFERENCE MAP (SN=STATEMENT NUMBER, FN=FORMAT)
(LN=LENGTH OF FORMATTED RECORD)

NUMBER USE ADDRESS REFERENCES (A=ASSIGNED, J=JUMP, T=TRACE)
(D=USED IN DO, L=LOCATION, R=READ, W=WRITE)

NUMBER	USE	ADDRESS	REFERENCES
4001	FN	LN=120	5L 4W
4002	FN	LN=133	7L 6W
4003	FN	LN=112	9L 8W
4004	FN	LN= 76	11L 10W
4005	FN	LN=110	13L 12W
4006	FN	LN=115	15L 14W
4007	FN	LN=121	17L 16W
4008	FN	LN=121	19L 18W
4009	FN	LN= 70	21L 20W
4011	FN	LN=125	23L 22W
4013	FN	LN=130	105W 72W 62W 46W 43W 32W 25L 24W
4014	FN	LN=127	27L 26W
4015	FN	LN=129	29L 28W
4016	FN	LN=108	31L 30W
4018	FN	LN=125	34L 33W
4019	FN	LN=130	36L 35W
4020	FN	LN=125	38L 37W
4021	FN	LN=130	40L 39W
4022	FN	LN=125	42L 41W
4024	FN	LN=125	45L 44W
4026	FN	LN=125	48L 47W
4028	FN	LN=125	51L 50W
4030	FN	LN=125	54L 53W
4031	FN	LN=130	59W 56L 55W 52W 49W
4032	FN	LN=125	58L 57W
4034	FN	LN=125	61L 60W
4036	FN	LN=125	64L 63W
4037	FN	LN=130	78W 75W 69W 66L 65W
4038	FN	LN=125	68L 67W
4040	FN	LN=125	71L 70W
4042	FN	LN=125	74L 73W
4044	FN	LN=125	77L 76W
4046	FN	LN=125	80L 79W
4047	FN	LN=130	82L 81W
4048	FN	LN=125	84L 83W
4049	FN	LN=130	86L 85W
4050	FN	LN=125	88L 87W

4051 FN LN=130 90L 89W
 4052 FN LN=125 92L 91W
 4053 FN LN=130 94L 93W
 4054 FN LN=125 96L 95W
 4055 FN LN=130 98L 97W
 4056 FN LN=125 100L 99W
 4057 FN LN=130 102L 101W
 4058 FN LN=125 104L 103W
 4060 FN LN= 48 107L 106W
 4061 FN LN= 87 109L 108W

NAME	TYPE	MAIN USE	ADDRESS	BLOCK	(*=NULL, A=ASSIGN, D= DECLARFD) (U=USED, S=STORED, P=PARAMETER) (L=LOOP PARAMETER, I= DO INDFX)												
CLABEL	I	PAR ARRAY	000006B		35U	2D	1D										
DATE	I	PAR ARRAY	000003B		50U	47U	2D	1D									
GAIN	I	PAR ARRAY	000002B		103U	99U	95U	91U	87U	83U	79U	76U	73U	70U	67U	63U	
					60U	57U	53U	50U	47U	44U	41U	37U	33U	2D	1D		
GRADE	I	PARAMETER	000001B		18U	2D	1D										
I	I	VARIABLE	001261B		50U	50U	50I	47U	47U	47I							
INITAO.		SYSTEM			108U	106U	105U	103U	101U	99U	97U	95U	93U	91U	89U	87U	
					05U	83U	81U	79U	78U	76U	75U	73U	72U	70U	69U	67U	
					65U	63U	62U	60U	59U	57U	55U	53U	52U	50U	49U	47U	
					46U	44U	43U	41U	39U	37U	35U	33U	32U	30U	28U	26U	
					24U	22U	20U	18U	16U	14U	12U	10U	8U	6U	4U		
LEV	I	PARAMETER	000004B		67U	63U	2D	1D									
MEANS	R	PAR ARRAY	000010B		81U	76U	73U	3D	1D								
NPUP	I	PAR ARRAY	000005B		101U	97U	93U	89U	85U	2D	1D						
PUTOUT	I	EXTERNAL			1D												
RETURN=		SYSTEM			110U												
TAPE4=		FILE			108U	106U	105U	103U	101U	99U	97U	95U	93U	91U	89U	87U	
					85U	83U	81U	79U	78U	76U	75U	73U	72U	70U	69U	67U	
					65U	63U	62U	60U	59U	57U	55U	53U	52U	50U	49U	47U	
					46U	44U	43U	41U	39U	37U	35U	33U	32U	30U	28U	26U	
					24U	22U	20U	18U	16U	14U	12U	10U	8U	6U	4U		
TERMAO.		SYSTEM			108U	106U	105U	103U	101U	99U	97U	95U	93U	91U	89U	87U	
					85U	83U	81U	79U	78U	76U	75U	73U	72U	70U	69U	67U	
					65U	63U	62U	60U	59U	57U	55U	53U	52U	50U	49U	47U	
					46U	44U	43U	41U	39U	37U	35U	33U	32U	30U	28U	26U	
					24U	22U	20U	18U	16U	14U	12U	10U	8U	6U	4U		
TLABEL	I	PAR ARRAY	000007B		57U	2D	1D										
WRITEN.		SYSTEM			57U	35U											
WRITE1.		SYSTEM			103U	101U	99U	97U	95U	93U	91U	89U	87U	85U	83U	81U	
					79U	76U	73U	71U	67U	63U	60U	57U	53U	50U	47U	44U	
					41U	37U	33U	18U									

VARIABLE AND ARRAY NAMES SORTED BY ADDRESS

(R=RELATIVE ADDRESS)
(C= RELATIVE TO //)

87 001261B 1

PROGRAM-UNIT LENGTH STATISTICS (OCTAL):

TOTAL	I/O	BLANK	COMMON	STATFMENT	EXECUTABLE	ECS/L2M
LENGTH	BUFFERS	COMMON	BLOCKS	FUNCTIONS	CODE	STORAGE
001262B	000000B	000000B	000000B	000000B	000441B	000000B

UNIT SETUP	PARAMETER LISTS	CONSTANTS	I/O FORMATS	TEMPORARY STORAGE	LOCAL STORAGE	TRACING STORAGE
000134B	000000B	000001B	000462B	000001B	000001B	000000B

B-48

53

PUTOUT

78.51

Attachment B-5
(continued, page 10 of 10)

Title I Migrant

Appendix C

BOEHM TESTS OF BASIC CONCEPTS

Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

Fifty items are arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the pupils. These statements briefly describe the pictures and ask the child to mark the one illustrating the concept areas.

To whom was the instrument administered?

To all kindergarten students--September administration. To all kindergarten students in Title I schools--February administration.

How many times was the instrument administered?

Twice. Once in September and again in February.

When was the instrument administered?

September, 1978 and February, 1979.

Where was the instrument administered?

In the classroom.

Who administered the instrument?

Kindergarten teachers.

What training did the administrators have?

None other than that provided on campus by the counselor and/or principal.

Was the instrument administered under standardized conditions?

Standardized instructions were distributed. Individual variation in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann E. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

Split-half reliability coefficients, corrected by the Spearman-Brown formula ranged from .68 to .90 in the standardization sample. No validity data are reported.

Are there norm data available for interpreting the results?

Standardization sample consisted of low, middle, and high socioeconomic level students from kindergarten, first, and second grade in sixteen cities around the country. Percentiles corresponding to various raw scores are reported for beginning and mid-year testing in each of the SES levels by grade classifications.

BOEHM TEST OF BASIC CONCEPTS

Purpose

Boehm Test of Basic Concepts results were used to provide information relevant to the following decision and evaluation questions from the project evaluation design.

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-1: Were the achievement objectives met?

- a. Kindergarten: By February of the 1978-79 school year, those migrant kindergarten students served by the Migrant Program will demonstrate an understanding of basic concepts by scoring an average gain of 6.5 points between pre and post administrations of the Boehm Test of Basic Concepts.

Procedure

The Boehm Test of Basic Concepts was administered to all kindergarten students in the District during the week of September 26-28, 1978, and to all kindergarten students in Title I schools during the week of February 20-22, 1979. Classroom teachers administered the test in English or Spanish (schools had the option of testing Spanish-dominant students in Spanish). Scoring was performed by the Office of Research and Evaluation. For further information see the following report: Systemwide Testing Technical Report, publication number 78.45. Test scores of migrant kindergarten students were obtained by hand from a computer printout of Boehm test scores. Results were tabulated by hand.

Results

Evaluation Question D3-1: Were the achievement objectives met?

Based upon the results reported below, the objective for kindergarten students was completely attained. The objective required an average gain of 6.5 points from pretest to posttest. Twenty-five kindergarten students were pre and posttested. Their average gain was 8.3 points.

Figure C-1 is a frequency distribution of raw score gain from pre to posttest. At pretest, the migrant kindergarten students had an average score of 28.6. This score represents the 35th percentile for middle socioeconomic kindergarten students at the beginning of the school year. At posttest, the migrant students had an average score of 36.9. This score is at the 55th percentile for middle socioeconomic kindergarten students tested at midyear. This represents a substantial gain from pretest to posttest.

The results for the migrant students are comparable to the results for Title I students. Figure C-2 is a comparison of pretest, posttest, and gain average scores for Title I and Title I migrant students. Although the migrant students had an average pretest score which was higher than that for Title I students, at posttest, the differences were insignificant. At posttest, both Title I and Title I migrant students were scoring at the 55th percentile for middle socioeconomic kindergarten students tested at midyear.

<u>GAIN IN RAWSCORE UNITS</u>	<u>NUMBER OF STUDENTS</u>
0	2
2	1
3	3
4	2
5	1
6	1
7	2
8	4
10	1
11	2
12	2
13	1
20	3
	<u>25</u>

Figure C-1. FREQUENCY OF GAIN ON BOEHM.

	<u>PRETEST MEAN</u>	<u>POSTTEST MEAN</u>	<u>AVERAGE GAIN</u>
Title I (N=887)	25.3	37.0	11.7
Title I Migrant (N=25)	28.6	36.9	8.3

Figure C-2. MEAN PRETEST, POSTTEST, AND GAIN SCORES ON BOEHM FOR TITLE I AND TITLE I MIGRANT STUDENTS.

Title I Migrant

Appendix D

MIGRANT STUDENT ATTENDANCE RECORD

Instrument Description: Migrant Student Attendance Record

Brief description of the instrument:

The Migrant Student Attendance Record provides a separate form for each six-weeks period including the following data: school, teacher, student name, AISD number, grade, ethnicity, type of instruction, and attendance during each day of the six-weeks period.

To whom was the instrument administered?

The attendance record was completed by the Migrant teachers for each student they serve. This was a record of attendance in the Migrant teacher's class, not schoolwide daily attendance.

How many times was the instrument administered?

Daily from August 28, 1978 through May 31, 1979.

When was the instrument administered?

Same as above.

Where was the instrument administered?

In the Migrant teacher's classroom.

Who administered the instrument?

The forms were completed by the Migrant teachers.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MIGRANT STUDENT ATTENDANCE RECORD

Purpose

The 1978-79 Migrant Student Attendance Record was used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-4: Were any problems encountered by the pre-K teachers in the implementation of the pre-K program?

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- a. How often do students receive instruction from the Migrant teacher and how/where is that instruction received?

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-1: Were the component's objective met?

- b. The pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes.

Procedure

Attendance data for students served by the Migrant teachers during the 1978-79 academic year were collected using the form shown in Attachment D-1. This form and the instructions shown in Attachment D-2 were sent to the Migrant teachers at the beginning of each six-weeks period.

Attachment D-3 is an example of the reminder sent to the teachers at the end of each six-weeks. Attachment D-4 is the card file layout used to keypunch the data. When the completed forms were returned to ORE, the information was keypunched and verified by the Key punch Service at the University of Texas Computation Center. The data is available at U. T. on PR 2306, 3000, MATT. The data were analyzed using the SPSS programs CROSSBREAK, CROSSTABS, and AGGREGATE. Attachment D-5 is a listing of the SPSS control cards used. These programs are available at U. T. on PF, 7156, 3069, ATTCON1, ATTCON2, ATTCON3, MATSPS, AGGSPSS, ATTEND.

Results

Evaluation Questions D2-4, D3-3, D4-3. Were any problems encountered in the implementation of the pre-K program (K-5 program, secondary program)?

- The following problem areas were identified in the implementation of the Secondary Instructional component.

At the secondary level, the total number of students being served is lower than that indicated in the 1978-79 application for funds. For comparison purposes, figure D-1 shows the number of students to be served, the number eligible for being served, and the actual number who were served during the 1978-79 academic year at each grade level.

<u>GRADE LEVEL</u>	<u>TOTAL TO BE SERVED (1978-79 APPLICATION)</u>	<u>TOTAL REGISTERED AND ELIGIBLE TO BE SERVED</u>	<u>TOTAL SERVED DURING 1978-79 ACADEMIC YEAR</u>	<u>PERCENT OF REGISTERED WHO WERE SERVED</u>
Pre-K	160	136	130	96%
K-5	172	193	187	97%
6	60	50	37	74%
7-8	143	146	110	75%
9-12	204	231	141	61%

Figure D-1. TOTAL MIGRANT STUDENTS TO BE SERVED, TOTAL ELIGIBLE, TOTAL SERVED, PERCENT SERVED 1978-79.

•The Average Daily Attendance (ADA: Average number of students seen daily by a Migrant teacher) is low at the 6th grade and at grades 9-12. The Average Number of Days of Instruction which students receive from the Migrant teacher is also low at grades 9-12. Figure D-2 shows the Average Daily Attendance and Average Number of Days of Instruction for students during the 1978-79 academic year at each grade level.

<u>GRADE LEVEL</u>	<u>ADA: AVERAGE NUMBER OF STUDENTS SEEN DAILY BY A MIGRANT TEACHER</u>	<u>AVERAGE DAYS OF INSTRUCTION RECEIVED BY MIGRANT STUDENTS</u>
Pre-K	12	24
K-5	23	17
6	6	17
7-8	14	16
9-12	8	10

Figure D-2. AVERAGE DAILY ATTENDANCE AND AVERAGE DAYS OF INSTRUCTION 1978-79.

•The scheduling of migrant instruction at the secondary level does not allow for an efficient use of Migrant teacher/student time. The use of the LAB procedure (pulling students from their regular class in order to provide migrant supplementary instruction) appears to be providing students with less service than alternative methods of scheduling. During the 1978-79 academic year, students in the LAB procedure received an average of 9.5 days of instruction from the Migrant teacher at the junior high level and only 2.2 days at the high school level. Figure D-3 shows the Average Number of Days of Instruction received by migrant students at the secondary level through each of three scheduling techniques: LAB, TEAM TEACHING, and MIGRANT CLASS.

LAB: Students are pulled from the regular classroom.

TEAM TEACHING: Migrant teacher teams in another teacher's regularly scheduled class.

MIGRANT CLASS: Migrant students are scheduled into a special class.

	<u>FIRST SIX-WEEKS</u>	<u>SECOND SIX-WEEKS</u>	<u>THIRD SIX-WEEKS</u>	<u>FOURTH SIX-WEEKS</u>	<u>FIFTH SIX-WEEKS</u>	<u>SIXTH SIX-WEEKS</u>
<u>JUNIOR HIGH</u>						
LAB	12.0 *(15)	9.3 (40)	9.8 (52)	9.1 (48)	8.0 (83)	8.8 (55)
TEAM-TEACHING	25.7 (10)	27.8 (8)	27.0 (8)	25.5 (10)	29.5 (14)	27.2 (20)
MIGRANT CLASS	19.9 (41)	20.7 (45)	20.6 (47)	22.8 (29)	23.5 (32)	23.1 (30)
<u>SENIOR HIGH</u>						
LAB	1.7 (50)	2.4 (45)	1.8 (50)	2.8 (28)	2.4 (47)	2.2 (75)
TEAM TEACHING	20.6 (23)	24.9 (22)	23.3 (29)	23.8 (26)	25.5 (27)	23.8 (27)

*THE NUMBER IN PARENTHESES IS THE NUMBER OF STUDENTS SERVED.

Figure D-3. AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY SECONDARY MIGRANT STUDENTS FROM MIGRANT TEACHERS THROUGH LAB, TEAM-TEACHING, AND MIGRANT CLASS SCHEDULING PROCEDURES DURING EACH SIX-WEEKS PERIOD, 1978-79.

- There are wide variations in the degree of successful program implementation at the secondary level. This information has been provided to the Migrant Program staff, District administrators, and school principal, throughout the 1978-79 academic year. The information was provided in the form of six-weeks summaries of attendance data for each school with a comparison of district-wide averages.

Evaluation Question D3-3a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive?

Evaluation Question D4-3a. How often do students receive instruction from the Migrant teacher and how/where is that instruction received?

The following results are based upon data collected from the Migrant teachers throughout the 1978-79 academic year. Figure D-4 is a summary of the average amount of instruction provided by Migrant teachers during each six-weeks period. Overall, an average of 469 migrant students were served by a Migrant teacher during each six-weeks period. These students were seen by the Migrant teacher for an average of 17 days during the six-weeks. This represents an average of 59% of the available instructional days during the six-weeks period. Each day, an average of 13 migrant students were seen by each Migrant teacher.

GRADE	AVERAGE NUMBER OF STUDENTS SERVED	AVERAGE NUMBER OF CLASS DAYS IN SIX-WEEKS	AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY STUDENTS	AVERAGE PERCENT OF DAYS IN SIX-WEEKS IN WHICH STUDENTS SERVED	AVERAGE DAILY ATTENDANCE FOR EACH TEACHER
Pre-K	114	28	24	86%	12
K-5	170	29	17	59%	23
6	31	29	17	59%	6
7-8	79	29	16	55%	14
9-12	<u>75</u>	<u>30</u>	<u>10</u>	<u>33%</u>	<u>8</u>
Total	469	29	17	59%	13

Figure D-4. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS DURING EACH SIX-WEEKS.

Figure D-5 is a summary of the average number of students served through each scheduling method during each six-weeks. The Lab (resource room) is the predominant method used at the K-5th, 6th, and 9th-12th grades. Special migrant classes are the predominant methods of scheduling pre-K and 7th to 8th grades.

AVERAGE NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DURING EACH SIX-WEEKS

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	114
K-5	170	0	0
6	25	5	0
7-8	29	7	37
9-12	49	26	0

Figure D-5. AVERAGE NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DURING EACH SIX-WEEKS.

Figure D-6 is a summary of the total number of migrant students being served by a Migrant teacher during each six-weeks period. Across all grades, pre-K to 12, there was an increase in the total number of students being served from the first six-weeks until the sixth six-weeks. Across all grades, 359 students were served in the first six-weeks; 538 were served in the sixth six-weeks. The most dramatic increase was at the K-5 level. This is accounted for by the addition of a Migrant teacher at Allison and at Brooke during the second and

fourth six-weeks, respectively. The more gradual increases at the other grade levels are as expected. As more students are registered and identified as eligible to be served, it is expected that the Migrant teacher will begin to serve them. This appears to have been the case. The only unexplainable instances are the drop from the third to the fourth six-weeks at the 9-12 level and the drop from the fifth to the sixth six-weeks at the 6-8 level.

Figure D-7 is a summary of the average number of days of instruction received by migrant students from a Migrant teacher during each six-weeks period. Pre-K students were seen most often. This finding is not unusual since the pre-K students are seen only by the Migrant teacher; they are not scheduled for supplementary instruction, as is the case with students at grades K to 12. The migrant students at grades 9-12 were seen least often of the groups who are scheduled for supplementary instruction. The 9-12 graders on the average were seen for as few as eight days during the first and sixth six-weeks.

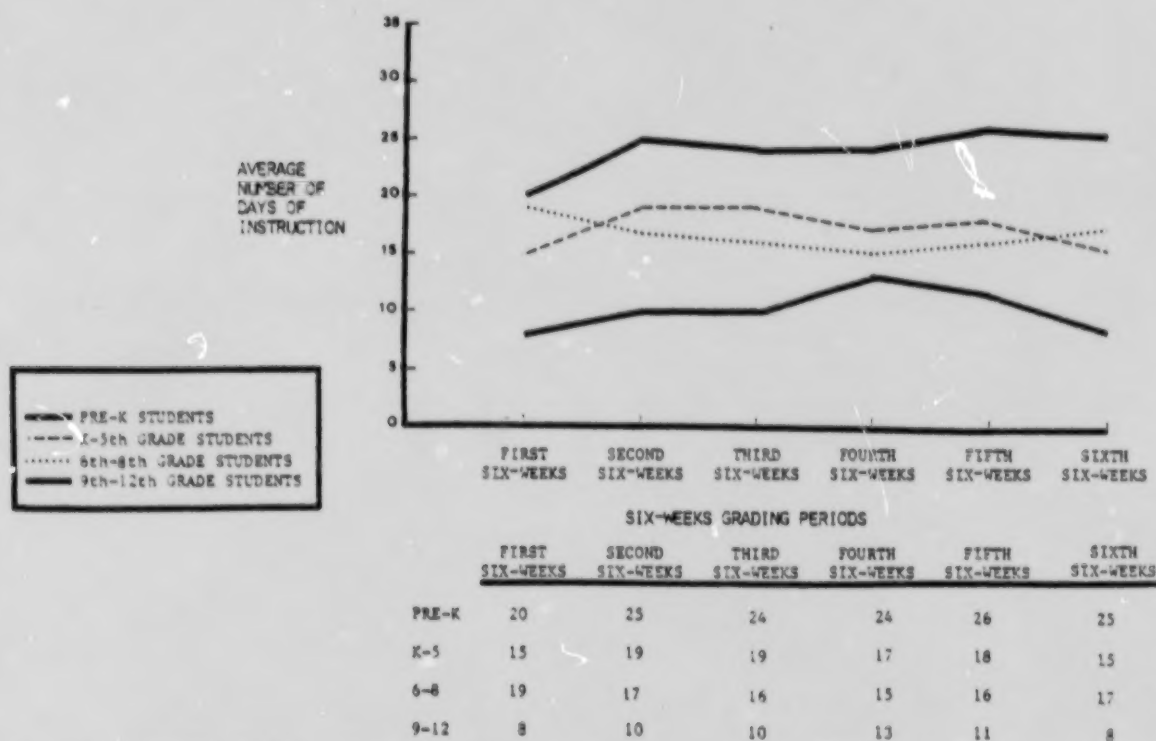


Figure D-7 AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY MIGRANT STUDENTS FROM A MIGRANT TEACHER DURING EACH SIX-WEEKS PERIOD.

Figure D-8 is a summary of the average percent of days in each six-weeks period in which migrant students were served by a Migrant teacher. This figure represents the average number of days of instruction received as a percentage of the total number of instructional days available during each six-

weeks. At grades pre-K through eight, on the average, the migrant students received instruction during at least 50% of the instructional days available. For grades 9-12, the average percent of days in which students received instruction ranged from 26% to 46% of the total days available.

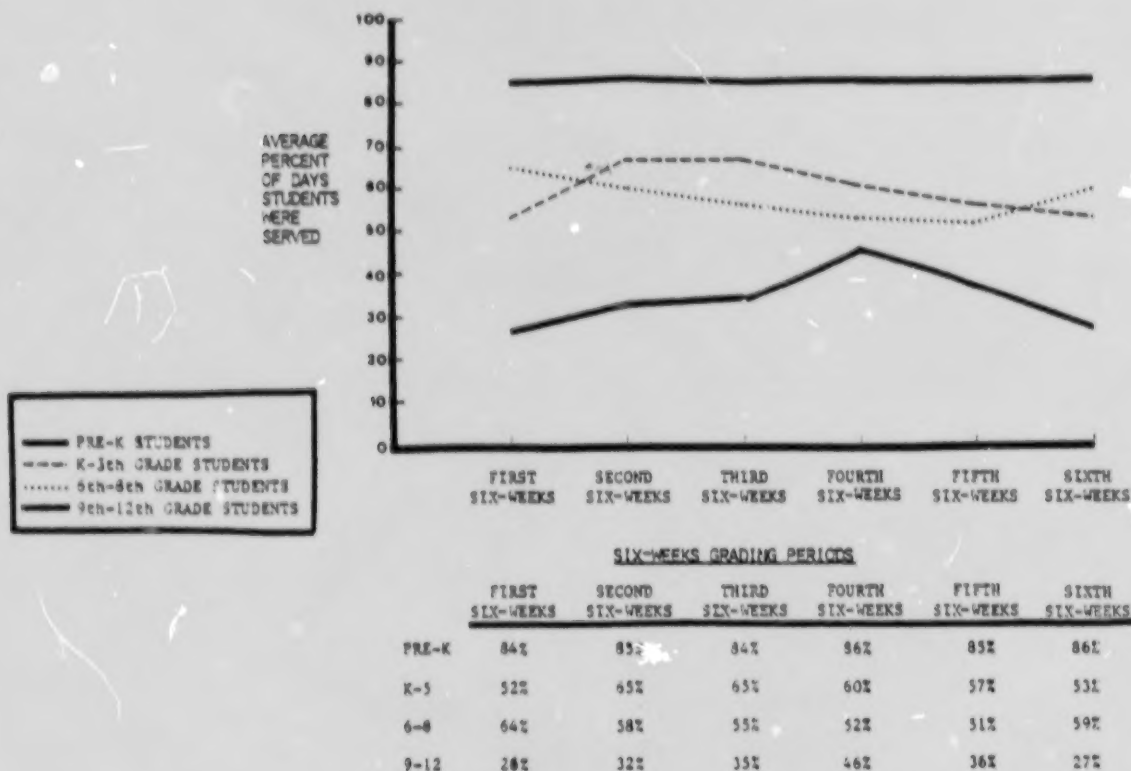


Figure D-8 AVERAGE PERCENT OF DAYS IN EACH SIX-WEEKS PERIOD IN WHICH MIGRANT STUDENTS WERE SERVED BY A MIGRANT TEACHER.

Figure D-9 is a summary of the Average Daily Attendance (ADA: average number of migrant students seen daily by Migrant teachers) at each grade level. The highest ADA was at the elementary level. Each Migrant teacher at this level saw an average of 23 students daily during each six-weeks. The next highest ADA was for 7th-8th graders. At this level, the Migrant teachers were seeing an average of 14 students daily during each six-weeks. At the pre-K level, an average of 12 students were seen daily. The ADA for high school teachers was appreciably lower. The three high school Migrant teachers saw an average of eight students daily. The lowest ADA was at the sixth grade level. Teachers at this level saw an average of six students daily.

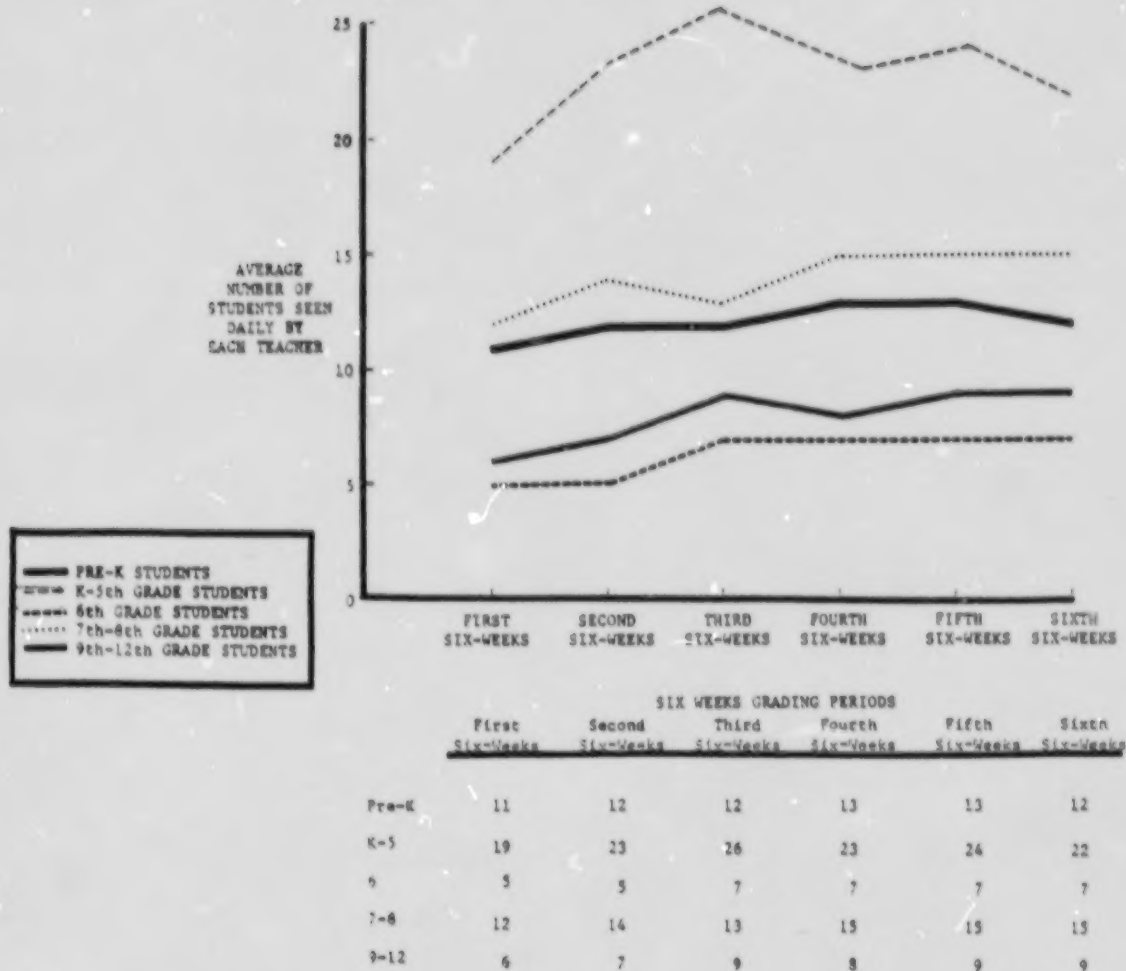


Figure D-9. AVERAGE DAILY ATTENDANCE. Average number of students seen daily by each teacher.

Figures D-10 through D-15 are summaries for each six-weeks of the average amount of instruction provided by Migrant teachers. Each figure summarizes by grade the number of students served, the number of class days in the six weeks, the average number of days of instruction received by the students, the average percent of days in the six-weeks in which the students were served, and the average daily attendance for each teacher. The figures also show the number of students at each grade level served through each scheduling method (Lab, Team Teaching, Migrant Class) during the six-weeks.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served (C/B)	Average Daily Attendance For Each Teacher
Pre-K	106	24	20.2	84%	11.1
K	25	29	14.4	50%	4.1
1	18	29	16.1	55%	3.2
2	17	29	14.7	51%	2.9
3	12	29	15.4	53%	2.1
4	23	29	14.5	50%	3.8
5	13	29	15.9	55%	2.4
6	20	29	13.8	47%	4.7
7	25	29	23.7	82%	6.8
8	27	29	17.6	61%	9.5
9	38	29	7.0	24%	3.0
10	14	29	9.1	32%	1.5
11	12	29	6.4	22%	0.9
12	9	29	9.4	33%	1.0
TOTAL					
Pre-K	106	24	20.2	84%	11.1 *(8)
K-5	108	29	15.0	52%	18.3 (3)
6	20	29	13.8	47%	4.7 (2)
7-8	52	29	20.7	71%	12.3 (3)
9-12	73	29	7.6	26%	6.4 (3)
OVERALL	359	29	15.8	59%	11.8

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	106
K-5	108	0	0
6	15	4	0
7-8	0	6	41
9-12	50	21	0

*The number in parentheses is the number of teachers at each level.

Figure D-10. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE FIRST SIX-WEEKS.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served /C/B/	Average Daily Attendance For Each Teacher
Pre-K	112	29	34.6	83%	11.9
K	32	29	20.9	72%	9.8
1	18	29	21.8	75%	3.4
2	28	29	16.8	58%	4.0
3	22	29	15.4	53%	2.9
4	27	29	17.0	59%	4.7
5	16	29	15.4	53%	2.4
6	27	29	16.9	58%	5.2
7	39	29	17.3	60%	7.8
8	33	29	16.1	56%	6.2
9	24	31	11.9	39%	3.4
10	15	31	10.5	34%	1.7
11	16	31	9.4	17%	0.9
12	10	31	10.0	32%	1.1
TOTAL					
Pre-K	112	29	34.6	83%	11.9
K-5	143	29	18.8	65%	23.2
6	27	29	16.9	58%	5.2
7-8	72	29	16.7	58%	14.0
9-12	67	31	9.8	32%	7.1
OVERALL	321	30	18.42	61%	14.0

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	112
K-5	140	0	0
6	27	4	0
7-8	18	4	45
9-12	45	22	0

*The number in parentheses is the number of teachers at each level.

Figure D-11. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE SECOND SIX-WEEKS.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served	Average Daily Attendance For Each Teacher
Pre-K	114	29	24.4	84%	12.0
K	33	29	19.0	66%	3.4
1	25	29	18.6	64%	4.0
2	29	29	19.9	69%	5.0
3	23	29	18.1	62%	3.6
4	30	29	19.1	66%	4.9
5	18	29	18.8	65%	2.9
6	30	29	19.0	65%	6.5
7	43	29	15.6	54%	7.7
8	35	29	13.9	48%	5.6
9	37	28	10.5	38%	4.7
10	13	28	9.3	33%	1.4
11	18	28	6.3	22%	1.3
12	12	28	14.3	51%	2.0
TOTAL					
Pre-K	114	29	24.4	84%	12.0 *(8)
K-5	158	29	19.0	65%	25.8 (4)
6	30	29	19.0	65%	6.5 (3)
7-8	78	29	14.8	51%	13.3 (3)
9-12	80	29	9.9	35%	9.4 (3)
OVERALL	460	29	18.1	62%	15.3

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	114
K-5	158	0	0
6	25	4	0
7-8	27	4	47
9-12	50	29	0

*The number in parentheses is the number of teachers at each level.

Figure D-12. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE THIRD SIX-WEEKS.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served	Average Daily Attendance For Each Teacher
Pre-K	119	28	23.9	86%	12.7
K	39	28	17.0	61%	4.7
1	28	28	19.3	69%	3.9
2	40	28	16.7	60%	4.8
3	26	28	14.6	52%	2.7
4	40	28	15.4	55%	4.4
5	24	28	17.5	63%	3.0
6	37	28	16.7	60%	7.4
7	53	28	14.5	52%	9.2
8	38	28	12.6	45%	5.7
9	27	28	11.8	42%	3.8
10	9	28	16.1	58%	1.7
11	8	28	6.6	24%	0.6
12	10	28	18.1	65%	2.2
TOTAL					
Pre-K	119	28	23.9	86%	12.7 *(8)
K-5	197	28	16.7	60%	23.5 (5)
6	37	28	16.7	60%	7.4 (3)
7-8	91	28	13.5	48%	14.9 (3)
9-12	54	28	12.9	46%	8.3 (3)
OVERALL	498	28	17.5	62%	15.4

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	119
K-5	197	0	0
6	33	4	0
7-8	48	10	29
9-12	28	26	0

*The number in parentheses is the number of teachers at each level.

Figure D-13. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE FOURTH SIX-WEEKS.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served	Average Daily Attendance For Each Teacher
Pre-K	119	31	26.4	85%	12.6
K	42	31	18.9	61%	5.1
1	33	31	20.1	65%	4.3
2	39	31	17.9	58%	4.5
3	25	31	15.0	49%	2.4
4	42	31	16.3	53%	4.4
5	26	31	17.6	57%	3.0
6	37	31	17.5	56%	6.9
7	58	31	15.6	50%	9.7
8	45	31	11.9	38%	5.7
9	36	31	12.1	39%	4.7
10	9	31	6.1	20%	0.6
11	22	31	9.2	30%	2.2
12	8	31	16.5	53%	1.4
TOTAL					
Pre-K	119	31	26.4	85%	12.6 *(8)
K-5	207	31	17.8	57%	23.7 (5)
6	37	31	17.5	56%	6.9 (3)
7-8	103	31	13.8	45%	15.4 (3)
9-12	75	31	11.0	36%	8.9 (3)
OVERALL	561	31	18.0	58%	15.7

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	119
K-5	207	0	0
6	33	4	0
7-8	50	10	32
9-12	47	27	0

*The number in parentheses is the number of teachers at each level.

Figure D-14. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE FIFTH SIX-WEEKS.

Grade	Number of Students Served	Number of Class Days in Six-Weeks	Average Number of Days of Instruction Received by Students	Average Percent of Days in Six-Weeks in which Students Served	Average Daily Attendance For Each Teacher
Pre-K	115	29	25.1	86%	12.4
K	40	29	15.5	53%	4.3
1	33	29	18.5	64%	4.2
2	40	29	15.5	53%	4.3
3	26	29	11.9	41%	2.1
4	41	29	15.0	52%	4.2
5	27	29	15.1	52%	2.8
6	35	29	17.6	61%	7.1
7	47	29	18.3	63%	9.9
8	32	29	15.0	52%	5.5
9	49	29	7.5	26%	4.2
10	19	29	4.8	17%	1.1
11	20	29	8.4	29%	1.9
12	14	29	12.7	44%	2.1
TOTAL					
Pre-K	115	29	25.1	86%	12.4 *(8)
K-5	207	29	15.4	53%	21.9 (5)
6	35	29	17.6	61%	7.1 (3)
7-8	79	29	16.6	58%	15.4 (3)
9-12	102	29	7.9	27%	9.3 (3)
OVERALL	538	29	16.4	57%	15.3

NUMBER OF STUDENTS SERVED THROUGH EACH SCHEDULING METHOD DISTRICTWIDE

	LAB	TEAM TEACHING	MIGRANT CLASS
Pre-K	0	0	115
K-5	206	0	0
6	24	11	0
7-8	31	9	30
9-12	75	27	0

*The number in parentheses is the number of teachers at each level.

Figure D-15. AVERAGE AMOUNT OF INSTRUCTION PROVIDED BY MIGRANT TEACHERS FOR THE SIXTH SIX-WEEKS.

Figure D-16 is a summary of the number of migrant students eligible to be served and the actual number of students who were served during the 1978-79 academic year. Of the eligible (registered) migrant students at each grade level, 96% of the pre-K, 97% of the K-5th, 74% of 6th, 75% of 7-8th, and 61% of the 9-12th grades were served.

<u>GRADE LEVEL</u>	<u>TOTAL NUMBER TO BE SERVED (1978-79 APPLICATION)</u>	<u>TOTAL NO. REGISTERED</u>	<u>TOTAL NO. ACTUALLY SERVED</u>	<u>PERCENT SERVED</u>
Pre-K	160	136	130	96%
K-5	172	193	187	97%
6th	60	50	37	74%
7-8th	143	146	110	75%
9-12th	204	231	141	61%

Figure D-16. NUMBER OF MIGRANT STUDENTS TO BE SERVED (AS PER 1978-79 APPLICATION) AND ACTUAL NUMBER OF MIGRANT STUDENTS SERVED DURING THE 1978-79 ACADEMIC YEAR.

Figure D-17 is a summary of the same information by school.

ELEMENTARY SCHOOLS

<u>SCHOOL</u>	<u>GRADE</u>	<u>TOTAL NUMBER TO BE SERVED (1978-79 APPLICATION)</u>	<u>TOTAL NO. REGISTERED ON CAMPUS</u>	<u>TOTAL NO. ACTUALLY SERVED</u>	<u>PERCENT SERVED</u>
Allison	Pre-K	20	21	21	100%
	K-5	38	49	45	92%
Becker	K-5	47	49	49	100%
Brentwood	Pre-K	20	9	7	78%
Brooke	Pre-K	20	22	21	95%
	K-5	32	55	48	87%
Dawson	Pre-K	20	19	19	100%
	K-5	26	40	45	*113%
Mathews	Pre-K	20	12	10	83%
Metz	Pre-K	20	16	17	*106%
Oak Springs	Pre-K	20	20	20	100%
Ortega	K-5	29	26	27	*104%
St. Elmo	Pre-K	20	17	15	88%

*Percent served is greater than 100%. This might be due to transfers from other schools or students being served who have not been registered by the Migrant Program.

Figure D-17. NUMBER OF MIGRANT STUDENTS TO BE SERVED ON EACH CAMPUS (AS PER 1978-79 APPLICATION) AND ACTUAL NUMBER OF MIGRANT STUDENTS SERVED DURING THE 1978-79 ACADEMIC YEAR.
(1 of 2)

SECONDARY SCHOOLS

SCHOOL	GRADE	TOTAL NUMBER TO BE SERVED (1978-79 APPLICATION)	TOTAL NO. REGISTERED ON CAMPUS	TOTAL NO. ACTUALLY SERVED	PERCENT SERVED
Allan	6	15	14	6	43%
	7	24	25	22	88%
	8	22	26	15	58%
(Total)		61	65	43	66%
Fulmore	7	31	20	17	85%
	8	25	33	28	85%
(Total)		56	53	45	85%
Martin	6	18	16	13	81%
	7	22	21	15	71%
	8	19	21	12	57%
(Total)		59	58	40	69%
Travis Heights	6	27	20	18	90%
Johnston	9	28	49	23	47%
	10	37	27	10	37%
	11	33	36	14	39%
	12	19	22	11	50%
(Total)		117	134	58	43%
Travis	9	31	41	37	90%
	10	19	26	18	69%
	11	27	19	19	100%
	12	10	11	9	82%
(Total)		87	97	83	86%

Figure D-17. NUMBER OF MIGRANT STUDENTS TO BE SERVED ON EACH CAMPUS (AS PER 1978-79 APPLICATION) AND ACTUAL NUMBER OF MIGRANT STUDENTS SERVED DURING THE 1978-79 ACADEMIC YEAR. (2 of 2)

Evaluation Question D6-1b. The pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes.

The objective was partially attained. The "Home Activities for Parents" was implemented by teachers at seven of the eight pre-K units. At five of these units, the "Home Activities" was implemented with at least 50% of the children in each class. Overall, the "Home Activities" were implemented with 52% of the total number (130) of pre-K children. In an interview with parents of pre-K children (see Appendix O, Migrant Parent Interviews), 71% (of 21 parents interviewed) indicated that they were using the "Home Activities" sheets with their children.

Figure D-18 is a summary by school of the number of students served in each pre-K unit and the number and percentage of students who were using the "Home Activities" sheets.

<u>SCHOOL</u>	<u>NUMBER OF PRE-K STUDENTS</u>	<u>NUMBER OF STUDENTS USING "HOME ACTIVITIES"</u>	<u>PERCENTAGE OF STUDENTS USING "HOME ACTIVITIES"</u>
Allison	21	0	0%
Brentwood	7	7	100%
Brooke	21	20	95%
Dawson	19	15	79%
Mathews	10	5	50%
Metz	17	4	24%
Oak Springs	20	7	35%
St. Elmo	15	10	67%
	<u>130</u>	<u>68</u>	<u>52%</u>

Figure D-18. NUMBER AND PERCENTAGE OF PRE-KINDERGARTEN STUDENTS USING THE "HOME ACTIVITIES FOR PARENTS" IN EACH PRE-K UNIT.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 3, 1978

TO: Migrant Teachers
FROM: Myron Friedman, Title I Migrant Evaluator
SUBJECT: Attendance Forms for 1978-79

Last year attendance forms were sent to the Migrant teachers each six weeks to record student attendance in the school for the previous six-week period. This year we are interested in recording the number of times that each student receives instruction from the Migrant teacher.

Accompanying this memo are attendance forms for the first six weeks period and directions for completing them. Please follow the instructions and fill in the form daily, through the end of each attendance period. You may keep the yellow copies for your file and return the white copies to me through the school mail at the following address:

Myron Friedman
Administration Building, Box 79

During the last week of each six-week period you will receive: (1) a reminder to send in the forms at the end of the week, and (2) a set of new forms for the following six-week period. The following six week periods will be used in completing the forms:

1st six weeks: August 28 - October 6
2nd six weeks: October 9 - November 21
3rd six weeks: November 27 - January 19
4th six weeks: January 22 - February 28
5th six weeks: March 5 - April 20
6th six weeks: April 23 - May 31

If you have any questions, please call me at 458-1228.

MF:kj

Enclosure

cc: Lee Laws
Oscar Cantu
Jose Mata
Principals of Schools With a Migrant Teacher

Approved: Myron Friedman
Senior Evaluator for Compensatory
Education Programs

Approved: 2. L. Mitchell
Director of Research and Evaluation

Approved: Norma L. ...
Director of Elementary Education

Approved: Lawrence Buford
Director of Secondary Education

Approved: Jose Mata
Title I Migrant Coordinator

Approved: Oscar Cantu
Title I Migrant Administrator

Approved: Lee Laws
Director of Developmental Programs

78-51

Attachment D-2
(Page 1 of 3)

D-21

110

MIGRANT STUDENT ATTENDANCE FORM

Complete the Migrant Student Attendance Form daily by following the directions below. Include on the form each student you have seen during the six weeks period.

- A. NAME Each student's name should be listed as it appears on the MSRTS blue form. Do not use nicknames.
- B. AISD NUMBER This is the school district's student identification number. It can be found in the student's cumulative folder.
- C. GRADE This is the student's current grade placement.
- D. ETHNICITY Use the following code to record the student's ethnicity.
- 1 = American Indian: A person having origins in any of the original peoples of North America.
 - 2 = Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.
 - 3 = Black, not of Hispanic Origin: A person having origins in any of the black racial groups.
 - 4 = Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish Culture or origin, regardless of race.
 - 5 = White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
- E. INSTRUCTION The box under this heading is used to record the conditions under which each student receives instruction from the Migrant teacher. Use the following code to record the condition of instruction for each student you teach.
- 1 = Student leaves his/her regular class in order to receive instruction from the Migrant teacher in some other location. (Lab or Resource Room)
 - 2 = Migrant teacher enters the student's regular classroom in order to provide instruction. (include teaming)

3 = Student is registered for a regular-scheduled course taught by the Migrant teacher (supplemental portion only).

4 = Other (Specify) _____

F. DAILY
ATTENDANCE

The boxes under this heading are used to record each student's daily attendance with a Migrant teacher. Use the following code to record each student's daily attendance.

X = Student not enrolled yet or has withdrawn

✓ = Student present, received instruction today from the Migrant teacher

1 = Student absent, was scheduled to receive instruction today but did not show up (absent or did not report to class).

2 = Student was not scheduled to receive instruction today from the Migrant teacher.

G. PARENT
PARTICIPATION

The boxes under this heading are used to record parental participation in the Migrant Program. Use the following code in recording their participation.

0 = No parental participation

1 = Parents participated. Any of the following activities should be included: a) the parents participated in the classroom; b) the parents were in a conference with the teacher; c) the teacher visited the home of the parents.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 13, 1978

TO: Migrant Teachers
FROM: Myron Friedman *Myron Friedman*
SUBJECT: Student Attendance Forms

This is a reminder to complete and mail your Student Attendance Forms for the Second Six Weeks by November 22nd. Mail the white copy of the form to: Myron Friedman, Administration Building, Box 79.

Keep the yellow copy for your own records.

I am enclosing copies of the Student Attendance Form for the Third Six Weeks.

PRE-K TEACHERS ONLY: When completing the Student Attendance Form for the Third Six Weeks, make the following change under coding column "G" Parent Participation:

- 0 = No Parental Participation
- 1 = Parental Participation
- 2 = Parents Participated in BECP "Home Activities for Parents"

If you need additional copies of the form or have any questions, call me at 438-1228.

MF:KJ

cc: Lee Laws
Oscar Cantu
Jose Mata
Principals with Migrant Teachers

Approved: *[Signature]*
Senior Evaluator of Compensatory Education Programs

Approved: *[Signature]*
Director, Research and Evaluation

Approved: *[Signature]*
Director, Elementary Education

Approved: *[Signature]*
Director, Secondary Education

FILE ID A1IX

CARD FILE LAYOUT

LOCATION:

Page 1 of 1PROGRAM: Title I MigrantAISDYEAR: 1978-79VUT PF2306,3000,MATT
acct.pass: filename

CONTENTS:

MIGRANT STUDENT ATTENDANCE RECORD

1-3	FILE ID: AIX	
4-	FILE: 1=FIRST 6WKS, 2=2 ND , 3=3 RD , 4=4 TH , 5=5 TH , 6=6 TH	
5-7	SCHOOL CODE	
9-24	TEACHER CODE	
26-45	STUDENT NAME	
47-53	AISD ID. NO.	
55-56	GRADE	
58-	ETHNICITY	
59-	TYPE OF INSTRUCTION	
61-	PARENT PARTICIPATION	
62-63	X WITHDREW/NOT ENROLLED	
65-66	✓ PRESENT	
68-69	1 ABSENT	
71-72	2 NOT SCHEDULED (TEACHER ABSENCE, C-DAY, ETC.)	
-		
-		
-		
-		

D-25

121

Attachment D-4

122

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RUN NAME      1978-79 MIGRANT STUDENT ATTENDANCE RECORD, 2ND SIX WEEKS
FILE NAME     MATT79 ANALYSIS OF FIRST SIX WEEKS ATTENDANCE DATA
VARIABLE LIST SCHOOL, GRADE, ETHNCTY, INSTRU, PARENTS, WITHD, PRESENT, ABSENT,
              NOTSCHD
INPUT MEDIUM  DISK
INPUT FORMAT  FIXED(4X,F3.0,47X,F2.0,1X,F1.0,F1.0,1X,F1.0,F2.0,1X,F2.0,1X,F2.0,
              1X,F2.0)
N OF CASES    UNKNOWN
COMPUTE       DAYS=ABSENT + PRESENT + NOTSCHD
COMPUTE       AVDAYS=0
IF            (GRADE GE 9) AVDAYS=PRESENT/31
IF            (GRADE LE 8) AVDAYS=PRESENT/29
COMMENT       AVDAYS IS USED TO DETERMINE THE AVERAGE # OF DAYS IN THE SIX
              WEEKS PERIOD IN WHICH STUDENTS WERE SERVED BY THE MIGRANT
              TEACHER. AVDAYS IS COMPUTED BY DIVIDING THE DAYS PRESENT
              (DAYS IN WHICH STUDENTS WERE SERVED) BY THE ACTUAL NUMBER OF
              DAYS AVAILABLE DURING THE SIX WEEKS PERIOD. THIS NUMBER VARIES
              DUE TO STAFF DEVELOPMENT DAYS DURING THE SIX WEEKS PERIOD. FOR
              GRADES K-4 THE NUMBER WAS 29. FOR GRADES 5-12, THE NUMBER WAS
              31. THIS DOES NOT TAKE INTO ACCOUNT TEACHER ABSENCES, FIELD-
              TRIPS OR OTHER REASONS FOR THE MIGRANT STUDENT NOT TO HAVE BEEN
              SERVED DURING THE SIX WEEKS PERIOD.
              AVDAYS IS THEN USED TO ANSWER THIS QUESTION: OF THE DAYS
              AVAILABLE DURING THE GRADING PERIOD, WHAT PERCENT OF THAT TIME
              WAS USED FOR SERVING MIGRANT STUDENTS?

COMPUTE       INTDAYS=DAYS
COMPUTE       INTPRES=PRESENT
COMPUTE       INTABS=ABSENT
RECODE        INTDAYS, INTPRES (0=1) (1 THRU 5=2) (6 THRU 10=3) (11 THRU
              15=4) (16 THRU 20=5) (21 THRU 25=6) (26 THRU 29=7) (29=8)
RECODE        INTABS (0=1) (1 THRU 2=2) (3 THRU 6=3) (GT 6=4)
RECODE        SCHOOL (101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
              (125=8) (126=9) (136=10) (141=11) (143=12) (140=13) (151=14)
              (103=15) (107=16)
VALUE LABELS  SCHOOL (1)ALLISON (2)BECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
              (6)MATHEWS(7)METZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
              (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
              HIGH/PARENTS(0)NO PARENT PART(1)PARENT PART/
              INTDAYS, INTPRES(1) 0 DAYS
              (2)1 TO 5 DAYS(3)6 TO 10 DAYS(4)11 TO 15 DAYS(5)16 TO 20 DAYS
              (6)21 TO 25 DAYS(7)26 TO 28 DAYS(8)29 DAYS/INTABS(1)0 DAYS
              (2)1 TO 2 DAYS(3)3 TO 6 DAYS(4)7 OR MORE DAYS/INSTRUC(1) AB
              (2)TEAMING(3)MIG CLASS(4)OTHER/
              AVDAYS(2)
PRINT FORMATS DISTRICT WIDE MIGRANT STUDENT ATTENDANCE 2ND SIX WEEKS
TASK NAME     (PRESENT GT 0)
SELECT IF     VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUC
BREAKDOWN     (1,4),AVDAYS(LO,HI)/
              CROSSBREAK=AVDAYS BY GRADE BY SCHOOL,AVDAYS BY GRADE BY
              INSTRUC

READ INPUT DATA
*SELECT IF   (GRADE EQ -1)
TASK NAME    PRE-K ATTENDANCE 2ND SIX WEEKS
BREAKDOWN    VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUC
              (1,4),AVDAYS(LO,HI)/
              CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
              INSTRUC

*SELECT IF   (GRADE GE 0 AND LE 5)
TASK NAME    GRADES K-5 ATTENDANCE 1ST 5-WEEKS
BREAKDOWN    VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUC
              (1,4),AVDAYS(LO,HI)/

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CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
INSTRUC
*SELECT IF
TASK NAME      (GRADE GE 6 AND LE 7)
BREAKDOWN      SIXTH GRADE AND JUNIOR HIGH ATTENDANCE 2ND SIX WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)*AVDAYS(LO,HI)/
                CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
                INSTRUC
                (GRADE GE 9)
                HIGH SCHOOL ATTENDANCE 2ND SIX WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)*AVDAYS(LO,HI)/
                CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
                INSTRUC
TASK NAME      DISTRICT WIDE MIGRANT STUDENT ATTENDANCE 2ND SIX WEEKS
SELECT IF      (PRESENT GT 0)
BREAKDOWN      VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)/
                CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
                INSTRUC
READ I PUT DATA
*SELECT IF
TASK NAME      (GRADE EO -1)
BREAKDOWN      PRE-K ATTENDANCE 2ND SIX WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)/
                CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
                INSTRUC
                (GRADE GE 0 AND LE 5)
                GRADES K-5 ATTENDANCE 1ST 5-WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)/
                CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
                INSTRUC
                (GRADE GE 6 AND LE 8)
                SIXTH GRADE AND JUNIOR HIGH ATTENDANCE 2ND SIX WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)/
                CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
                INSTRUC
                (GRADE GE 9)
                HIGH SCHOOL ATTENDANCE AND SIX WEEKS
                VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)/
                CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
                INSTRUC
TASK NAME      FREQUENCY OF INSTRUCTIONAL DAYS AVAILABLE BY SCHOOL/GRADE
BREAKDOWN      VARIABLES=SCHOOL(1,16)*PRESENT(LO,HI)*GRADE(-1,12)*INSTRUC
                (1,4)*DAYS(LO,HI)/
                CROSSBREAK=DAYS BY GRADE BY SCHOOL/DAYS BY GRADE BY INSTRUC
FINISH

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RUN NAME AVER, PERCENT OF INSTRU, DAYS IN WHICH MIG STUDS WERE TAUGHT
 FILE NAME MAT779 ANALYSIS OF SIX WEEKS ATTENDANCE DATA
 VARIABLE LIST SCHOOL, GRADE, ETHNICITY, INSTRU, PARENTS, WITHD, PRESENT, ABSENT,
 NOTSCHD
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(4X,F1,R,47X,F2,R,1X,F1,R,F1,R,1X,F1,R,F2,R,1X,F2,R,1X,F2,R,
 1X,F2,R)
 N OF CASES UNKNOWN
 COMPUTE DAYS=ABSENT + PRESENT + NOTSCHD
 COMPUTE AVDAYS=PRESENT/31
 COMMENT AVDAYS IS USED TO DETERMINE THE AVERAGE % OF DAYS IN THE SIX
 WEEKS PERIOD IN WHICH STUDENTS WERE SERVED BY THE MIGRANT
 TEACHER. AVDAYS IS COMPUTED BY DIVIDING THE DAYS PRESENT
 (DAYS IN WHICH STUDENTS WERE SERVED) BY THE ACTUAL NUMBER OF
 DAYS AVAILABLE DURING THE SIX WEEKS PERIOD. THIS NUMBER VARIES
 DUE TO STAFF DEVELOPMENT DAYS DURING THE SIX WEEKS PERIOD. FOR
 GRADES K-8 THE NUMBER WAS 29. FOR GRADES 9-12, THE NUMBER WAS
 31. THIS DOES NOT TAKE INTO ACCOUNT TEACHER ABSENCES, FIELD-
 TRIPS OR OTHER REASONS FOR THE MIGRANT STUDENT NOT TO HAVE BEEN
 SERVED DURING THE SIX WEEKS PERIOD.
 AVDAYS IS THEN USED TO ANSWER THIS QUESTION: OF THE DAYS
 AVAILABLE DURING THE GRADING PERIOD, WHAT PERCENT OF THAT TIME
 WAS USED FOR SERVING MIGRANT STUDENTS?
 COMPUTE INTDAYS=DAYS
 COMPUTE INTPRES=PRESENT
 COMPUTE INTABS=ABSENT
 RECODE SCHOOL(101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
 (125=8) (126=9) (136=10) (041=11) (043=12) (140=13) (051=14)
 (003=15) (007=16)
 VALUE LABELS SCHOOL (1)ALLISON (2)BECKER(3)BRENTWOOD(4)RHUOKE(5)DAWSON
 (6)HATHEWS(7)HETZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
 (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
 HIGH/PARENTS(0)NO PARENT PART(1)PARENT PART/
 INTDAYS,INTPRES(1) 0 DAYS
 (2)1 TO 5 DAYS(3)6 TO 10 DAYS(4)11 TO 15 DAYS(5)16 TO 20 DAYS
 (6)21 TO 25 DAYS(7)26 TO 28 DAYS(8)29 DAYS/INTABS(1)0 DAYS
 (2)1 TO 2 DAYS(3)3 TO 6 DAYS(4)7 OR MORE DAYS/INSTRU(1)LAB
 (2)TEACHING(3)HIG CLASS(4)OTHER/
 VAR LABELS AVDAYS,AV PERCENT OF INSTRU DAYS USED
 PRINT FORMATS AVDAYS(2)
 TASK NAME DISTRICT WIDE MIGRANT STUDENT ATTENDANCE 5TH SIX WEEKS
 SELECT IF (PRESENT GT 0)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(10,HI),GRADE(-1,12),INSTRU
 (1,4),AVDAYS(10,HI)/
 CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
 INSTRU
 READ INPUT DATA
 *SELECT IF (GRADE EQ -1)
 TASK NAME PRE-K ATTENDANCE 5TH SIX WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(10,HI),GRADE(-1,12),INSTRU
 (1,4),AVDAYS(10,HI)/
 CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
 INSTRU
 *SELECT IF (GRADE GE 0 AND LE 5)
 TASK NAME GRADES K-5 ATTENDANCE 5TH 5-WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(10,HI),GRADE(-1,12),INSTRU
 (1,4),AVDAYS(10,HI)/
 CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
 INSTRU
 *SELECT IF (GRADE GE 6 AND LE 8)
 TASK NAME SIXTH GRADE AND JUNIOR HIGH ATTENDANCE 5TH SIX WEEKS

BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUC
 (1,4),AVDAYS(LO,HI)/
 CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
 INSTRUC
 (GRADE GE 9)
 *SELECT IF HIGH SCHOOL ATTENDANCE 5TH SIX WEEKS
 TASK NAME
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUC
 (1,4),AVDAYS(LO,HI)/
 CROSSBREAK=AVDAYS BY GRADE BY SCHOOL/AVDAYS BY GRADE BY
 INSTRUC
 FINISH

D-29

128

127

RUN NAME AVERAGE NO. OF DAYS OF INSTRUCTION FROM MIGRANT TEACHERS
 FILE NAME NAT179 ANALYSIS OF SIX WEEKS ATTENDANCE DATA
 * VARIABLE LIST SCHOOL, GRADE, ETHNICITY, INSTRUCT, PARENTS, WITHD, PRESENT, ABSENT,
 NOTSCHD
 INPUT MEDIUM DISK
 INPUT FORMAT F1XED(4X,F1,0,47X,F2,0,1X,F1,0,F1,0,1X,F1,0,F2,0,1X,F2,0,1X,F2,0,
 1X,F2,0)
 N OF CASES UNKNOWN
 COMPUTE DAYS=ABSENT + PRESENT + NOTSCHD
 COMPUTE AVDAYS=PRESENT/DAYS
 COMPUTE INTDAYS=DAYS
 COMPUTE INTPRES=PRESENT
 COMPUTE INTABS=ABSENT
 RECODE SCHOOL(101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
 (125=8) (126=9) (136=10) (041=11) (043=12) (140=13) (051=14)
 (001=15) (007=16)
 VAR LABELS PRESENT, DAYS OF INSTRUCTION
 VALUE LABELS SCHOOL (1)ALLISON (2)BECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
 (6)MATHEWS(7)METZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
 (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
 HIGH/PARENTS(0)NO PARENT PART(1)PARENT PART/
 INTDAYS, INTPRES(1) 0 DAYS
 (2)1 TO 5 DAYS(3)6 TO 10 DAYS(4)11 TO 15 DAYS(5)16 TO 20 DAYS
 (6)21 TO 25 DAYS(7)26 TO 28 DAYS(8)29 DAYS/INTABS(1)0 DAYS
 (2)1 TO 2 DAYS(3)3 TO 6 DAYS(4)7 OR MORE DAYS/INSTRUCT(1)LAB
 (2)TEAMING(3)HIG CLASS(4)OTHER/
 AVDAYS(2)
 PRINT FORMATS
 TASK NAME DISTRICT WIDE MIGRANT STUDENT ATTENDANCE 5TH SIX WEEKS
 SELECT IF (PRESENT GT 0)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
 INSTRUCT
 READ INPUT DATA
 *SELECT IF (GRADE EQ -1)
 TASK NAME PRE-K ATTENDANCE 5TH SIX WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
 INSTRUCT
 *SELECT IF (GRADE GE 0 AND LE 5)
 TASK NAME GRADES K-5 ATTENDANCE 5TH 5-WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
 INSTRUCT
 *SELECT IF (GRADE GE 6 AND LE 8)
 TASK NAME SIXTH GRADE AND JUNIOR HIGH ATTENDANCE 5TH SIX WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
 INSTRUCT
 *SELECT IF (GRADE GE 9)
 TASK NAME HIGH SCHOOL ATTENDANCE 5TH SIX WEEKS
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY GRADE BY SCHOOL/PRESENT BY GRADE BY
 INSTRUCT
 TASK NAME FREQUENCY OF INSTRUCTIONAL DAYS AVAILABLE BY SCHOOL/GRADE
 BREAKDOWN VARIABLE=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4),DAYS(LO,HI)/

FINISH

CROSSBREAK-DAYS BY GRADE BY SCHOOL/DAYS BY GRADE BY INSTRU

78.51

D-31

Attachment D-5
(Continued, page 6 of 11)

132

131

RUN NAME AVERAGE DAILY ATTENDANCE FOR HATTI 1ST-4TH SIX WEEKS
VARIABLE LIST GROUP,CASES,FILE,SCHOOL,GRADE,INSTRUC,VAL10N,SUM,MEAN,

MAX,MIN,PCTLT
INPUT FORMAT BINARY
INPUT MEDIUM DISK
N OF CASES UNKNOWN
VALUE LABELS FILE(1)FIRST SIX-WEEKS(2)SECOND SIX-WEEKS(3)THIRD SIX-WEEKS
(4)FOURTH SIX-WEEKS(5)FIFTH SIX-WEEKS(6)SIXTH SIX-WEEKS/
COMPUTE ADA=8
IF (FILE EQ 4)ADA=SUM/28
IF (FILE EQ 3 AND GRADE GE 9)ADA=SUM/28
IF (FILE EQ 3 AND GRADE LE 8)ADA=SUM/29
IF (FILE EQ 2 AND GRADE GE 9)ADA=SUM/31
IF (FILE EQ 2 AND GRADE LE 8)ADA=SUM/29
IF (FILE EQ 1 AND GRADE GE 8)ADA=SUM/29
IF (FILE EQ 1 AND GRADE EQ -1)ADA=SUM/24
PRINT FORMATS ADA(2)
RECODE SCHOOL(101=1) (104=2) (107=3) (108=4) (110=5) (125=6) (129=7)
(125=8) (126=9) (134=10) (041=11) (043=12) (140=13) (051=14)
(043=15) (047=16)
VAR LABELS ADA,AVERAGE DAILY ATTENDANCE
VALUE LABELS SCHOOL (1)ALLISIN (2)BECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
(6)MATHEWS(7)METZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
(12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS/
INSTRUC(1)LAB(2)TEAMING(3)HIG CLASS(4)OTHER/
SUBFILE LIST FIRST(45)SECOND(56)THIRD(55)FOURTH(67)
RUN SUBFILES ALL
COMMENT THIS RUN WILL USE ALL DATA THROUGH THE 4TH SIX WEEKS AS 1 FILE
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,17),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
READ INPUT DATA
TASK NAME AVERAGE DAILY ATTENDANCE FOR PRE-K CLASSES
*SELECT IF (GRADE EQ -1)
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,17),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
TASK NAME AVERAGE DAILY ATTENDANCE FOR K-5 CLASSES
*SELECT IF (GRADE GE 0 AND LE 5)
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
TASK NAME AVERAGE DAILY ATTENDANCE FOR 6TH GRADE CLASSES
*SELECT IF (GRADE EQ 6)
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
TASK NAME AVERAGE DAILY ATTENDANCE FOR 7-8TH GRADE CLASSES
*SELECT IF (GRADE GE 7 AND LE 8)
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
TASK NAME AVERAGE DAILY ATTENDANCE FOR 9-12TH GRADE CLASSES
*SELECT IF (GRADE GE 9)
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
INSTRUC(1,4)/
CROSSBREAK=ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRUC
EACH
NUM SUBFILES
COMMENT THIS RUN WILL ANALYZE EACH FILE(6-WK REPORT PERIOD) SEPARATELY
BREAKDOWN VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),

RUN NAME AGGREGATE MATT TO SUM PRESENT FOR EACH SCHOOL
COMMENT THIS PROGRAM WAS WRITTEN IN ORDER TO SUM THE DAYS
 OF INSTRUCTION RECEIVED BY MIGRANT STUDENTS FROM THE
 MIGRANT TEACHER ON EACH PROGRAM CAMPUS. THE DAYS ARE
 SUMMED ACROSS CASES FOR EACH UNIQUE FILE,SCHOOL,GRADE,
 INSTRUCT COMBINATION BY MEANS OF THE AGGREGATE PROGRAM.
 THIS PROGRAM PRODUCES A BINARY FILE WHICH CAN THEN BE
 INPUT FOR ANALYSIS WITH ATTEND (AN SPSS PROGRAM ON
 7156 WHICH DOES A BREAKDOWN ANALYSIS).

VARIABLE LIST FILE,SCHOOL,NAME1 TO NAMES,ID,GRADE,ETHNCTY,INSTRUC,PARENTS,
 WITHD,PRESNT,ARSENT,NOTSCHD
INPUT MEDIUM DISK
INPUT FORMAT FIXED(3X,F1,F3,0,1X,5A4,1X,F7,1X,F2,0,1X,F1,0,F1,0,1X,F1,0,F2,0,
 1X,F2,1X,F2,1X,F2)
N OF CASES UNKNOWN
SELECT IF (PRESENT GE 1)
SORT CASES FILE,SCHOOL,GRADE,INSTRUC(A)
AGGREGATE GROUPVARS=FILE,SCHOOL,GRADE,INSTRUC/
 VARIABLES=PRESENT/
 AGGSTATS=VALIDN,SUM,MEAN,MAX,MIN,PCTLT(1,00)
OPTIONS 3
STATISTICS 2
READ INPUT DATA

D-33

135

78.51

Attachment D-5
(Continued, page 8 of 11)

RUN NAME TYPE OF INSTRUCTION BY GRADE AND SCHOOL FOR MIGRANT STUDENTS
 FILE NAME MAT179 ANALYSIS OF SIX WEEKS ATTENDANCE DATA
 VARIABLE LIST SCHOOL, GRADE, ETHNICITY, INSTRUCT, PARENTS, WITHD, PRESENT, ABSENT,
 NOTSCHD
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(4X,F3.0,47X,F2.0,1X,F1.0,F1.0,1X,F1.0,F2.0,1X,F2.0,1X,F2.0,
 1X,F2.0)
 N OF CASES UNKNOWN
 COMPUTE DAYS=ABSENT + PRESENT + NOTSCHD
 COMPUTE AVDAYS=PRESENT/DAYS
 COMPUTE INTDAYS=DAYS
 COMPUTE INTPRES=PRESENT
 COMPUTE INTARS=ABSENT
 RECODE INTDAYS, INTPRES (0=1) (1 THRU 5=2) (6 THRU 10=3) (11 THRU
 15=4) (16 THRU 20=5) (21 THRU 25=6) (26 THRU 29=7) (29=8)
 RECODE SCHOOL (101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
 (125=8) (126=9) (136=10) (041=11) (043=12) (140=13) (051=14)
 (003=15) (007=16)
 VALUE LABELS SCHOOL (1)ALLISON (2)BECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
 (6)HATHENS(7)METZ(8)OAK SPRINGS(9)ORTEGA(10)ST. FLMO(11)ALLAN
 (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
 HIGH/PARENTS(0)NO PARENT PART(1)PARENT PART/
 INTDAYS, INTPRES(1) 0 DAYS
 (2)1 TO 5 DAYS(3)6 TO 10 DAYS(4)11 TO 15 DAYS(5)16 TO 20 DAYS
 (6)21 TO 25 DAYS(7)26 TO 29 DAYS(8)29 DAYS/INTARS(1)0 DAYS
 (2)1 TO 2 DAYS(3)3 TO 6 DAYS(4)7 OR MORE DAYS/INSTRUCT(1)AR
 (2)TEAMING(3)HIG CLASS(4)OTHER/
 PRINT FORMATS AVDAYS(2)
 TASK NAME DISTRICT WIDE MIGRANT STUDENT ATTENDANCE 5TH SIX WEEKS
 SELECT IF (PRESENT GT 0)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY INSTRUCT BY SCHOOL
 READ INPUT DATA
 *SELECT IF (GRADE EQ -1)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY INSTRUCT BY SCHOOL
 *SELECT IF (GRADE GE 0 AND LE 5)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY INSTRUCT BY SCHOOL
 *SELECT IF (GRADE GE 6 AND LE 8)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY INSTRUCT BY SCHOOL
 *SELECT IF (GRADE GE 9)
 BREAKDOWN VARIABLES=SCHOOL(1,16),PRESENT(LO,HI),GRADE(-1,12),INSTRUCT
 (1,4)/
 CROSSBREAK=PRESENT BY INSTRUCT BY SCHOOL
 FINISH

D-34

78.51

Attachment D-5
(Continued, page 9 of 11)


```

TASK NAME      INSTRU(1,4)/
*SELECT IF     CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU
BREAKDOWN      AVERAGE DAILY ATTENDANCE FOR PRE-K CLASSES
               (GRADE EQ -1)
               VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
               INSTRU(1,4)/
TASK NAME      CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU
*SELECT IF     AVERAGE DAILY ATTENDANCE FOR K-5 CLASSES
BREAKDOWN      (GRADE GE 4 AND LE 5)
               VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
               INSTRU(1,4)/
TASK NAME      CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU
*SELECT IF     AVERAGE DAILY ATTENDANCE FOR 6TH GRADE CLASSES
BREAKDOWN      (GRADE EQ 6)
               VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
               INSTRU(1,4)/
TASK NAME      CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU
*SELECT IF     AVERAGE DAILY ATTENDANCE FOR 7-8TH GRADE CLASSES
BREAKDOWN      (GRADE GE 7 AND LE 8)
               VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
               INSTRU(1,4)/
TASK NAME      CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU
*SELECT IF     AVERAGE DAILY ATTENDANCE FOR 9-12TH GRADE CLASSES
BREAKDOWN      (GRADE GE 9)
               VARIABLES=SCHOOL(1,16),SUM(LO,HI),GRADE(-1,12),ADA(LO,HI),
               INSTRU(1,4)/
FINISH         CROSSBREAK*ADA BY GRADE BY SCHOOL/ADA BY GRADE BY INSTRU

```

RUN NAME UNDUPLICATED COUNT OF MIGRANT STUDENTS SERVED BY MIG TEACH
 VARIABLE LIST SCHOOL,NAME1 TO NAMES,10,GRADE,ETHNICITY,INSTRUC,PARENTS,WITHD,
 PRESENT,ABSENT,NOTSCHD
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(4X,F),0,10X,5A4,1X,F7,1X,F2,0,1X,F1,0,F1,0,1X,F1,0,F2,0,1X,
 F2,1X,F2,1X,F2)
 N OF CASES UNKNOWN
 RECODE SCHOOL(101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
 (125=8) (126=9) (136=10) (041=11) (043=12) (140=13) (051=14)
 (003=15) (007=16)
 VALUE LABELS SCHOOL (1)ALLISON (2)HECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
 (6)MATHWS(7)METZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
 (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
 HIGH
 *SELECT IF (GRADE LE 5)
 CROSSTABS TABLES=SCHOOL BY GRADE
 READ INPUT DATA
 *SELECT IF (GRADE EQ 6)
 CROSSTABS TABLES=SCHOOL BY GRADE
 *SELECT IF (GRADE EQ 7 OR GRADE EQ 8)
 CROSSTABS TABLES=SCHOOL BY GRADE
 *SELECT IF (GRADE GE 9)
 CROSSTABS TABLES=SCHOOL BY GRADE
 FINISH

D-36

78.51

Attachment D-5
 (Continued, page 11 of 11)

Title I Migrant

Appendix E

MIGRANT ADMINISTRATOR INTERVIEW

Brief description of the instrument:

Interview with three questions:

- 1) What is the current status of the recommendations made during the 1978 Decisions Process?
- 2) Who currently provides Migrant teachers with supervision?
- 3) What are the needs of the Migrant teachers for supervision?

To whom was the instrument administered?

Title I Migrant Coordinator.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 15, 1979.

Where was the instrument administered?

Office of Research and Evaluation.

Who administered the instrument?

Title I Migrant Evaluator.

What training did the administrators have?

Experience with similar interviews.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

MIGRANT ADMINISTRATOR INTERVIEW

Purpose

The Migrant Administrator Interview was used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-2: Were the decisions made in the 1978 Decisions Process implemented?

Evaluation Question D2-4: Were any problems encountered by the Pre-K teachers in the implementation of the pre-K program?

- c. What instructional supervision was provided to Migrant teachers?
- e. What supervision should be provided to the Migrant teachers, who should provide the supervision?

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-2: Were the decisions made in the 1978 Decision Process implemented?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- e. What instructional supervision was provided to Migrant teachers?
- g. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-2: Were the decisions made in the 1978 Decision Process implemented?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- f. What instructional supervision was provided to the Migrant teachers?

- h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D5: Should the Health Services component be continued as it is, modified, expanded, or deleted?

Evaluation Question D5-2: Were the decisions made in the 1978 Decision Process implemented?

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-2: Were the decisions made in the 1978 Decision Process implemented?

Procedure

On May 15, 1979, the Title I Migrant Evaluator interviewed the Title I Migrant Coordinator. The following questions were asked:

- 1) What is the current status of the recommendations made during the 1978 Decision's Process?
- 2) Who currently provides the Migrant teachers with supervision?
- 3) What are the needs of the Migrant teachers for supervision?

Results

Evaluation Question D2-2, D3-2, D4-2, D5-2, D6-2. Were the decisions made in the 1978 Decision Process implemented?

According to the "Report on Action Taken on Decisions" which was submitted to the Superintendent on April 2, 1979, the decisions had been implemented or were reported as being "in progress."

Attachment E-1 is a copy of the "Report on Action Taken on Decisions" for each decision included in the 1978 Decision Process.

Evaluation Question D2-4c, D3-3e, D4-3f. What instructional supervision was provided to the Migrant teachers?

It is the opinion of the Migrant Coordinator that he shares responsibility with school principals and instructional coordinators for the instructional supervision of the Migrant teachers. At grades six through twelve this supervision is minimal and probably not adequate. In the area of Skills Specific to the Migrant Program, the Migrant Coordinator is the primary source of supervision.

Figure E-1 is a summary of the Migrant Coordinator's responses to the question, "Who currently provides the Migrant teachers with supervision in the following areas?"

	Assistant Principal/ Principal	Instructional Coordinators	Migrant Coordinator
<u>Procedural & Record-Keeping Skills</u>			
Pre-K teachers	Yes	No	Yes
K-5 teachers	Yes	No	No
6-12 teachers	Yes	No	Yes
<u>Instructional Skills</u>			
Pre-K teachers	No	Yes	Yes
K-5 teachers	Yes	Yes	Yes
6-12 teachers	Yes	Yes	Yes
<u>Classroom Management Skills</u>			
Pre-K teachers	No	Yes	Yes
K-5 teachers	Yes	Yes	Yes
6-12 teachers	Yes	No	Yes
<u>Skills Specific to Migrant Program</u>			
Pre-K teachers	No	No	Yes
K-5 teachers	No	No	Yes
6-12 teachers	No	No	Yes

Figure E-1. CURRENT SUPERVISION OF MIGRANT TEACHERS. Migrant Coordinator's responses to question "Who currently provides the Migrant teachers with supervision in the following areas?"

Evaluation Questions D2-4e, D3-3g, D4-3h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

It is the opinion of the Migrant Coordinator that the school principals should have primary responsibility for supervision of the Migrant teachers in the areas of Procedural and Record-Keeping Skills, Instructional Skills, and Classroom Management Skills. The Migrant Coordinator should retain responsibility for the supervision of the Migrant teachers in the area of Skills Specific to the Migrant Program.

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979
Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should AISD have a migrant program?

Decision:

1. Continue the Pre-K Instructional Component.
2. Continue the instructional component in grades K-5.

STATUS:

☒ Decisions 1,2 - Completed as planned on September 1978

COMMENT:

None

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should the Bilingual Early Childhood Program developed by the Southwest Educational Development Laboratory be retained as the curriculum for the pre-kindergarten program?

Decision:

1. Retain BECP as the primary curriculum for the pre-k program.
2. Plan regular visits (at least once a month) for the program coordinator to supervise pre-k teachers' implementation of the BECP. Set guidelines for teachers to spend at least 50 minutes daily in BECP activities.

STATUS:

☒ Decision 1 - Completed as planned on September 1978☒ Decision 2 - In progress

COMMENT:

Requires action throughout the academic year--first visit by September 30, 1978.

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should the academic areas addressed by the migrant program in grades K-12 be changed?

Decision:

1. Continue to emphasize Oral/Written Communications in grades K-5. Emphasize Language Arts and Reading in grades 6-12.
2. Grades 6-12 will be served in a variety of ways: team teaching, resource rooms, and special migrant classes.

STATUS:

☒ Decisions 1,2 - In progress

COMMENT:

Requires action throughout the 1978-79 school year.

REPORT ON ACTION TAKEN ON DECISIONS
1978-79Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should staff development be expanded or modified?

Decision:

1. Migrant Program should continue to provide specific staff development sessions and encourage all migrant teachers to attend staff development activities in their schools.

Cabinet Decision:

2. Teachers are considered to be under the supervision of the Language Arts Department at the secondary level.

STATUS:

☒ Decision 1 - In progress☒ Decision 2 - In progress

COMMENT:

Decision 1 - Staff Development continues throughout the academic year, includes specific sessions for 6-12 teachers, K-5 teachers, and Pre-K teachers.

Decision 2 - As a result of the planning process for the 1979-80 school year, the teachers funded by Title I Migrant will be known as supplementary Language Arts/Reading teachers serving Title I Migrant students. The Director of Secondary Education and local district coordinators, Language Arts and Reading, have been apprised of all decisions involving the migrant staff to include supervision and staff development.

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979
Program Title I Migrant

DECISION: (Paraphrase)

Question?

Should the Parental Involvement Program be expanded or modified?

Decision:

1. Provide principals with complete information regarding the Parental Involvement Component.
2. Include parents early in the planning and application process.

STATUS:

- ☒ Decision 1 - Completed as of November 1978
☒ Decision 2 - Completed as of February 1979

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979
Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should current recruitment procedures be expanded or modified?

Decision:

Parents will be given information on the program, eligibility requirements, services provided, and the procedures to follow for obtaining services.

STATUS:

☒ Decision - In progress

COMMENT:

Requires action throughout the 1978-79 academic year.

REPORT ON ACTION TAKEN ON DECISIONS (Continued, page 7 of 8)

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should there be improved procedures for providing information about the migrant program to the schools in the areas of regulations and services?

Decision:

1. Provide school principals with the goals, services, definitions, and other pertinent information regarding the migrant program.
2. Provide information concerning the program through a presentation by the migrant coordinator, teacher, or principal to the faculty.

STATUS:

☒ Decision 1 - Completed as planned on October 6, 1978☒ Decision 2 - In progress

COMMENT:

Requires action throughout the 1978-79 academic year upon request by the campus administration.

REPORT ON ACTION TAKEN ON DECISIONS

1978-79

Cabinet Member Mr. Reyna/Mr. Mata Date April 2, 1979Program Title I Migrant

DECISION: (Paraphrase)

Question? -

Should the ancillary services offered to migrant students be expanded or modified?

Decision: -

1. Make school staff more aware of migrant services available by providing principals and teachers with more complete information regarding the ancillary services.
2. The teacher and/or the campus administration will determine the clothing needs of the child.
3. The migrant nurse will make regular school screening visits and any necessary health assessment or treatment requested by the instructional staff and/or campus administration.

STATUS:

☒ Decision 1 - Completed as planned on October 6, 1978☒ Decision 2, 3 - In Progress

COMMENTS:

Decisions 2 and 3 require action throughout the 1978-79 academic year.

Title I Migrant

Appendix F

MIGRANT CLOTHING REQUESTS/PURCHASES FORMS

Instrument Description: Migrant Clothing Requests Form

Brief description of the instrument:

The Clothing Requests Form is designed for reporting monthly clothing requests for migrant students. The form provides space for the month, year, person completing the form, student I. D. number, student name, school, grade, date of request, and items requested.

To whom was the instrument administered?

The forms were completed by the Title I Migrant secretary for the Parent Involvement component.

How many times was the instrument administered?

It was completed monthly from November, 1978 through May, 1979.

When was the instrument administered?

Same as above.

Where was the instrument administered?

N/A.

Who administered the instrument?

Migrant Parent Involvement Secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

Brief description of the instrument:

The Clothing Purchases Form is designed for reporting monthly clothing purchases for migrant students. The form provides space for the month, year, person completing the form, student I.D. number, student name, school, grade, date of purchase, items purchased, and total amount spent.

To whom was the instrument administered?

The forms were completed by the Title I Migrant secretary for the Parent Involvement component.

How many times was the instrument administered?

It was completed monthly from November, 1978 through May, 1979.

When was the instrument administered?

Same as above.

Where was the instrument administered?

N/A.

Who administered the instrument?

Migrant Parent Involvement Secretary.

What training did the administrators have?

Written instructions were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

MIGRANT CLOTHING REQUESTS/PURCHASES FORMS

Purpose

The Migrant Clothing Requests and Migrant Clothing Purchases forms were designed to gather data relevant to the following decision and evaluation questions in the 1978-79 evaluation design.

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

- a. Were clothing purchases handled efficiently?
 1. What was the total number of requests made?
 2. For what percentage of the requests were purchases made?

Procedures

The Title I Migrant Secretary for the Parental Involvement component completed the Migrant Clothing Requests and Migrant Clothing Purchase forms on a monthly basis, November, 1978 through March, 1979. Attachment F-1 includes a copy of each form and instructions for their use. Completed forms were keypunched and verified by the Key punch Services at the University of Texas Computation Center. Attachment F-2 is a copy of the card file layout. The data are available at U. T. on PF7156, CLOTHES.

The SPSS programs MULT RESPONSE and CROSSBREAK were used to analyze the data. Attachment F-3 is a listing of the SPSS control cards used to analyze the data. The control file is available at U. T on PF7156, CLTHCON and PF7156 CLTHCN2. A FORTRAN program was developed to produce monthly reports of clothing purchases for individual students. Attachment F-4 is a listing of that program and sample output.

Results

Evaluation Question D6-3a: Were clothing purchases handled efficiently?

Based upon the results reported below, it appears that clothing purchases for migrant students were handled efficiently during the 1978-79 academic year. Some clothing was purchased for migrant students at each

school with a migrant teacher. Overall, \$4,930.26 was spent on clothing purchases. By January 31, 1979, 63% of that amount had been spent.

Figure F-1 is a breakdown of the number of migrant students for whom various clothing items were requested/purchased during the 1978-79 academic year. The most frequently requested and purchased items were pants, socks, underwear, and coats and jackets. Overall, clothing was purchased for 89% of the students for whom a request was made.

Figure F-2 is a breakdown by grade level of the number of migrant students for whom various clothing items were requested October, 1978 through March, 1979. The largest number of requests was made for pre-K students (247), followed by K-5th graders (213), 6th to 8th graders (167), and 9th to 12th graders (90). Overall requests were made for 717 students. (This is a duplicated count of students.)

Figure F-3 is a breakdown by grade level of the number of migrant students for whom various clothing items were purchased. The largest number of purchases was made for pre-K students (221), followed by K-5th graders (187), 6th to 8th graders (155), and 9th to 12th graders (76). Overall, purchases were made for 639 students. (This is a duplicated count of students.)

Figure F-4 is a breakdown by month of the number of migrant students for whom various clothing items were requested. The greatest number of requests were made in November and December (62% of the requests were made during these months). The most obvious seasonal pattern was a request for coats and jackets during November and December. (74% of the total requests for those items occurred during November and December.)

Figure F-5 is a breakdown by month of the number of migrant students for whom various clothing items were purchased. The greatest number of purchases were made in November and January. (63% of the total yearly purchases were made by the end of January.) By the end of January, 100% of the coat purchases and 53% of the jacket purchases had been made.

Figure F-6 is a breakdown by grade level and month of the amount of money spent for clothing. Overall, \$4,930.26 was spent on 181 students. The average expenditure per student was \$27.24. The table below is a summary of the total amount of money spent for migrant students at each grade level.

Pre-K	\$ 1,340.16
K-5th grade	1,390.56
6th to 8th grade	1,381.36
9th to 12th grade	818.18
Total	\$ 4,930.26

The greatest amount of money was spent in November (\$2,092.98), followed by February (\$1,067.36), January (\$856.44), March (\$755.32) and December (\$158.16).

Figures F-7 and F-8 are breakdowns by school by grade and school by month, respectively, of the amount of money spent on clothing. All schools with a Migrant teacher had clothing purchases for at least one student.

<u>ITEMS REQUESTED/ PURCHASED</u>	<u>NUMBER OF STUDENTS FOR WHOM CLOTHING REQUESTED</u>	<u>NUMBER OF STUDENTS FOR WHOM CLOTHING PURCHASED</u>	<u>PERCENT OF STUDENTS FOR WHOM REQUESTED ITEMS WERE PURCHASED</u>
Shoes	53	34	64%
Socks	108	100	93%
Jackets	56	44	79%
Underwear	107	91	85%
T-Shirts	51	47	92%
Dresses	13	12	92%
Blouses	57	44	77%
Pants	144	131	91%
Shirts	67	77	115%*
Coats	57	49	86%
Miscellaneous	4	10	250%*
Total	717	639	89%

*More purchases made than requests received.

Figure F-1. NUMBER OF TITLE I MIGRANT STUDENTS FOR WHOM CLOTHING WAS REQUESTED AND PURCHASED NOVEMBER, 1978 THROUGH MARCH, 1979.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
ANALYSIS OF CLOTHING REQUESTS

***** CROSSTABULATION *****

LEVEL
BY CLOTHING (TABULATING 1) CLOTHING REQUESTED
***** PAGE 1 OF 1

LEVEL	CLOTHING												ROW TOTAL
		ISHOES	ISOCKS	IJACKETS	IUNDERW	ITSHIRT	IDRESS	IBLOUSE	IPANTS	ISHIRT	ICOAT	IMISC	
PREKIND	COUNT	20	40	17	39	21	5	11	45	26	23	0	247
	ROW %	8.1	16.2	6.9	15.8	8.5	2.0	4.5	18.2	10.5	9.3	0	34.4
	COL %	37.7	37.0	30.4	36.4	41.2	38.5	19.3	31.3	30.8	40.4	0	
K TO 5TH	COUNT	14	29	13	40	13	5	18	43	18	20	0	213
	ROW %	6.6	13.6	6.1	18.8	6.1	2.3	8.5	20.2	8.5	9.4	0	29.7
	COL %	26.4	26.9	23.2	37.4	25.5	38.5	31.6	29.9	26.9	35.1	0	
6TH TO 8TH	COUNT	8	27	16	18	10	2	19	39	16	8	4	167
	ROW %	4.8	16.2	9.6	10.8	6.0	1.2	11.4	23.4	9.6	4.8	2.4	23.3
	COL %	15.1	25.0	22.6	16.8	19.6	15.4	33.3	27.1	23.9	14.0	100.0	
9TH TO 12TH	COUNT	11	12	10	10	7	1	9	17	7	6	0	90
	ROW %	12.2	17.7	11.1	11.1	7.8	1.1	10.0	18.9	7.8	6.7	0	12.6
	COL %	20.8	11.1	17.9	9.3	13.7	7.7	15.8	11.8	10.4	10.5	0	
COLUMN TOTAL		53	108	56	107	51	13	57	144	67	57	4	717
		7.4	15.1	7.8	14.9	7.1	1.8	7.9	20.1	9.3	7.9	.6	100.0

Figure F-2. CLOTHING REQUESTED BY GRADE LEVEL. Number of migrant students by grade level for whom various clothing articles were requested October, 1978 through March, 1979. TO READ THIS TABLE: COUNT is the number of students, ROW % is the percent of students at that grade level for whom a particular clothing item was requested, COL % is the percent of students for whom that clothing item was requested at a particular grade level.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
ANALYSIS OF CLOTHING PURCHASES

***** CROSS TABULATION *****
LEVEL
BY CLOTHING (TABULATING 1) CLOTHING PURCHASED
***** PAGE 1 OF 1

CLOTHING													ROW TOTAL	
LEVEL		SHOES	ISOCKS	JACKETS	UNDERW	ISHIRT	IDRESS	IRLOUSE	IPANTS	ISHIRT	ICOAT	IMISC		
F-9	PREKING	COUNT	8	38	12	36	19	5	12	41	26	24	0	221
		ROW %	3.6	17.2	5.4	16.1	8.6	2.3	5.4	18.6	11.8	10.9	0	34.6
		COL %	21.5	38.0	27.3	39.6	40.4	41.7	27.3	31.3	33.8	49.0	0	
K TO 5TH		COUNT	4	26	15	35	13	4	15	40	18	11	2	187
		ROW %	4.3	13.9	8.0	18.7	7.0	2.1	8.0	21.4	9.6	5.9	1.1	29.3
		COL %	21.5	26.0	14.1	38.5	27.7	33.3	34.1	30.5	23.4	22.4	20.0	
6TH TO 8TH		COUNT	7	26	8	14	11	2	12	35	24	11	5	155
		ROW %	4.5	16.8	5.2	9.0	7.1	1.3	7.7	22.6	15.5	7.1	3.2	24.3
		COL %	20.6	26.0	18.2	15.4	23.4	16.7	27.3	26.7	31.2	22.4	50.0	
9TH TO 12TH		COUNT	11	10	9	6	4	1	5	15	9	3	3	76
		ROW %	14.5	13.2	11.8	7.9	5.3	1.3	6.6	19.7	11.8	3.9	3.9	11.9
		COL %	32.4	10.0	20.5	6.6	8.5	8.3	11.4	11.5	11.7	6.1	30.0	
COLUMN TOTAL			34	100	44	91	47	12	44	131	77	49	10	639
			5.3	15.6	6.9	14.2	7.4	1.9	6.9	20.5	12.1	7.7	1.6	100.0

Figure F-3. CLOTHING PURCHASED BY GRADE LEVEL. Number of migrant students by grade level for whom various clothing articles were purchased October, 1978 through March, 1979.

TO READ THIS TABLE: COUNT is the number of students, ROW % is the percent of students at that grade level for whom a particular clothing item was purchased, COL % is the percent of students for whom that clothing item was purchased at a particular grade level.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
ANALYSIS OF CLOTHING REQUESTS

78.51

***** C R O S S T A B U L A T I O N *****
DATE DATE OF REQUEST OR PURCHASE
BY CLOTHING (TABULATING 1) CLOTHING REQUESTED
***** PAGE 1 OF 1

F-10

CLOTHING													ROW TOTAL
DATE		SHOES	SOCKS	JACKETS	UNDERW	TSHIRT	IDRESS	IBLOUSE	IPANTS	ISHIRT	ICOAT	IMISC	
OCTOBER	COUNT	6	3	6	1	5	0	1	8	3	1	0	34
	ROW %	17.6	8.8	17.6	2.9	14.7	0	2.9	23.5	8.8	2.9	0	4.7
	COL %	11.3	2.8	10.7	.9	9.0	0	1.8	5.6	4.5	1.8	0	
NOVEMBER	COUNT	23	27	25	35	14	6	14	31	15	25	0	215
	ROW %	10.7	12.6	11.6	16.3	6.5	2.8	6.5	14.4	7.0	11.6	0	30.2
	COL %	43.4	25.0	44.6	32.7	27.5	46.2	24.6	21.5	22.4	43.9	0	
DECEMBER	COUNT	9	37	11	43	19	2	10	45	22	23	0	229
	ROW %	3.9	16.2	4.8	18.8	8.3	.9	7.9	19.7	9.6	10.0	0	31.9
	COL %	17.0	34.3	19.6	40.2	37.3	15.4	31.6	31.3	32.8	40.4	0	
JANUARY	COUNT	5	3	0	5	0	0	2	9	4	2	0	30
	ROW %	16.7	10.0	0	16.7	0	0	6.7	30.0	13.3	6.7	0	4.2
	COL %	9.4	2.8	0	4.7	0	0	3.5	6.3	6.0	3.5	0	
FEBRUARY	COUNT	7	28	14	19	9	2	17	41	18	6	4	159
	ROW %	4.4	17.6	8.8	8.2	5.7	1.3	10.7	25.8	11.3	3.8	2.5	22.2
	COL %	13.2	25.9	25.0	12.1	17.6	15.4	29.8	28.5	26.9	10.5	100.0	
MARCH	COUNT	3	10	0	10	4	3	5	10	5	0	0	50
	ROW %	6.0	20.0	0	20.0	8.0	6.0	10.0	20.0	10.0	0	0	7.0
	COL %	5.7	9.3	0	9.3	7.8	23.1	8.8	6.9	7.5	0	0	
COLUMN TOTAL		53	108	56	107	51	13	57	144	67	57	4	717
		7.4	15.1	7.8	14.9	7.1	1.8	7.9	20.1	9.3	7.9	.5	100.0

Figure F-4. CLOTHING REQUESTED BY MONTH. Number of migrant students by month for whom various clothing articles were requested October, 1978 through March, 1979. TO READ THIS TABLE: COUNT is the number of students, ROW % is the percent of students for that month for whom a particular clothing item was requested, COL % is the percent of students for whom that clothing item was requested for a particular month.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES ANALYSIS OF CLOTHING PURCHASES

***** CROSSTABULATION *****
DATE DATE OF REQUEST OR PURCHASE
BY CLOTHING (TABULATING 1) CLOTHING PURCHASED
***** PAGE 1 OF 1

DATE	CLOTHING												ROW TOTAL
		SHOES	ISOCKS	IJACKETS	IUNDERW	ISHIRT	IDRESS	IBLOUSE	IPANTS	ISHIRT	ICOAT	IMISC	
NOVEMBER	COUNT	11	29	9	34	15	5	12	30	25	44	0	222
	ROW %	5.0	13.1	4.1	15.3	6.8	2.3	5.4	17.1	11.3	19.8	0	34.7
	COL %	32.4	29.0	20.5	37.4	31.9	41.7	27.1	29.0	32.5	89.8	0	
DECEMBER	COUNT	1	2	2	0	1	0	1	1	0	3	0	11
	ROW %	9.1	18.2	18.2	0	9.1	0	9.1	9.1	0	27.3	0	1.7
	COL %	2.9	2.0	4.5	0	2.1	0	2.3	.8	0	6.1	0	
JANUARY	COUNT	3	31	12	34	15	2	11	37	19	2	3	169
	ROW %	1.8	18.3	7.1	20.1	8.9	1.2	6.5	21.9	11.2	1.2	1.8	26.4
	COL %	8.8	31.0	27.3	37.4	31.9	16.7	25.0	28.2	24.7	4.1	30.0	
FEBRUARY	COUNT	12	17	17	10	5	0	11	30	18	0	5	125
	ROW %	9.6	13.6	13.6	8.0	4.0	0	8.8	24.0	14.4	0	4.0	19.6
	COL %	36.3	17.0	38.6	11.0	10.6	0	25.0	22.9	23.4	0	50.0	
MARCH	COUNT	7	21	4	13	11	5	9	25	15	0	2	112
	ROW %	6.3	18.8	3.6	11.6	9.8	4.5	8.0	22.3	13.4	0	1.8	17.5
	COL %	20.6	21.0	9.1	14.3	23.6	41.7	20.5	19.1	19.5	0	20.0	
COLUMN TOTAL		34	100	44	91	47	12	44	131	77	49	10	639
		5.3	15.6	6.9	14.2	7.6	1.9	6.9	20.5	12.1	7.7	1.6	100.0

Figure F-5. CLOTHING PURCHASED BY MONTH. Number of migrant students by month for whom various clothing articles were purchased November, 1978 through March, 1979. TO READ THIS TABLE: COUNT is the number of students, ROW % is the percent of students for that month for whom a particular clothing item was purchased, COL % is the percent of students for whom that clothing item was purchased for a particular month.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NNAME (CREATION DATE = 21 MAY 79)

21 MAY 79

***** C R D S S---B R E A K D O W N O F *****
 LEVEL BY DATE? DATE OF REQUEST OR PURCHASE
 VARIABLE AVERAGED... MONEY AMOUNT SPENT ON PURCHASES

LEVEL	PER CAPITA \$ NO. STUDENTS TOTAL \$	DATE?					ROW TOTAL
		NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	
		11	12	13	14	15	
PREKIND	1	23,349	0	17,790	11,244	11,845	20,002
		38	0	19	8	2	67
		888,030	0	318,170	90,270	23,690	1340,160
K TO 5TH	2	48,208	10,800	22,402	27,430	28,854	20,379
		12	1	22	6	0	49
		482,500	19,800	492,850	164,500	238,830	1398,560
6TH TO 8TH	3	32,477	34,540	25,420	19,135	27,822	27,627
		15	0	1	12	18	50
		487,140	138,340	25,420	229,620	500,800	1301,360
9TH TO 12TH	4	58,822	0	0	52,900	0	50,549
		0	0	0	11	0	15
		235,290	0	0	582,890	0	818,180
COLUMN TOTAL		10,333	31,632	20,391	28,840	26,976	27,239
		69	5	42	37	28	181
		2092,980	158,160	856,440	1067,360	755,320	4930,240

Figure F-6. MONEY SPENT FOR CLOTHING. The amount of money spent for clothing for migrant students by grade level and month November, 1978 through March, 1979. TO READ THIS TABLE: The top number in each cell, PER CAPITA \$, is the average amount of money spent on clothing for students at that grade level receiving clothing, the bottom number, TOTAL \$, is the total amount of money spent during that month for students at that grade level.

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSIS
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NONAME (CREATION DATE = 21 MAY 79)

21 MAY 79

***** CROSS--BREAKDOWN OF *****
 SCHOOL BY GRADE

 VARIABLE AVERAGED... MONEY AMOUNT SPENT ON PURCHASES

SCHOOL	PER CAPITA \$ NO. STUDENTS TOTAL \$	GRADE										ROW TOTAL
		PREKIND	KINDER									
		-1	0	1	2	3	4	5	6	7		
ALLISON	101	16,415	10,100	22,930	31,320	20,345	42,940	0	0	0	19,910	
		16	1	1	2	2	1	0	0	0	2	
		242,640	10,100	22,930	62,640	56,690	42,940	0	0	0	457,940	
BECKER	104	0	0	0	20,760	30,570	0	0	0	0	29,665	
		0	0	0	1	1	0	0	0	0	2	
		0	0	0	20,760	30,570	0	0	0	0	59,330	
BRENTWOOD	107	19,311	0	0	0	0	0	0	0	0	19,311	
		10	0	0	0	0	0	0	0	0	10	
		193,110	0	0	0	0	0	0	0	0	193,110	
BROOKE	108	23,520	0	21,560	0	0	32,260	31,260	0	0	25,139	
		6	0	1	0	0	1	1	0	0	9	
		141,170	0	21,560	0	0	32,260	31,260	0	0	226,250	
CASIS	112	7,720	0	0	0	0	0	0	0	0	7,720	
		1	0	0	0	0	0	0	0	0	1	
		7,720	0	0	0	0	0	0	0	0	7,720	
DAWSON	114	0	0	51,960	49,460	49,450	0	0	0	0	50,290	
		0	0	1	1	1	0	0	0	0	3	
		0	0	51,960	49,460	49,450	0	0	0	0	150,870	
GOVALL	116	0	15,095	24,975	20,357	23,700	20,000	34,150	0	0	22,030	
		0	2	2	3	2	2	1	0	0	12	
		0	31,790	49,950	61,070	47,400	40,000	34,150	0	0	264,360	
MAPLEWOOD	122	0	43,770	0	0	55,300	0	0	0	0	49,535	
		0	1	0	0	1	0	0	0	0	2	
		0	43,770	0	0	55,300	0	0	0	0	99,070	
MATHEWS	123	19,380	0	0	0	0	39,720	38,990	0	0	32,697	
		1	0	0	0	0	1	1	0	0	3	
		19,380	0	0	0	0	39,720	38,990	0	0	98,090	
COLUMN TOTAL		20,002	26,966	25,086	28,012	30,322	30,550	31,766	32,537	23,174	27,239	
		67	10	9	10	9	6	9	19	17	181	
		1340,160	269,640	225,770	280,120	272,900	183,300	150,830	610,210	393,960	4030,260	

(CONTINUED) Figure F-7. MONEY SPENT FOR CLOTHING. The amount of money spent for clothing for migrant students by school and grade, November, 1978 through March, 1979. TO READ THIS TABLE: The top number in each cell, PER CAPITA \$, is the average amount of money spent on clothing for students at that school and grade, the bottom number, TOTAL \$, is the total amount of money

78.51

175

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NONAME (CREATION DATE = 21 MAY 79)

21 MAY 79

CROSS--BREAKDOWN OF												
SCHOOL	BY GRADE											
VARIABLE AVERAGED...	HONEY	AMOUNT SPENT ON PURCHASES										
	GRADE											
PER CAPITA \$	NO. STUDENTS											
TOTAL \$		PREKIND	KINDER	1	2	3	4	5	6	7		ROW TOTAL
SCHOOL		-1	0	1	2	3	4	5	6	7		
124	26,624	24,290	14,565	26,090	0	0	0	0	0	0	24,375	
METZ	212,990	24,290	29,130	26,090	0	0	0	0	0	0	292,500	12
125	18,590	0	0	0	0	0	0	0	0	0	18,590	
OAK SPRINGS	15	0	0	0	0	0	0	0	0	0	15	
	278,850	0	0	0	0	0	0	0	0	0	278,850	
126	0	34,655	0	40,060	0	0	0	0	0	0	36,457	
ORTEGA	0	2	0	0	0	0	0	0	0	0	3	
	0	69,310	0	40,060	0	0	0	0	0	0	109,370	
129	0	46,500	0	0	0	0	0	0	0	0	46,500	
PECAN SPRINGS	0	1	0	0	0	0	0	0	0	0	1	
	0	46,500	0	0	0	0	0	0	0	0	46,500	
130	0	0	40,190	0	0	28,380	34,630	0	0	0	34,400	
PLEASANT HILL	0	0	1	0	0	1	1	0	0	0	3	
	0	0	40,190	0	0	28,380	34,630	0	0	0	103,200	
136	22,430	0	0	0	0	0	0	0	0	0	22,430	
ST. ELMO	10	0	0	0	0	0	0	0	0	0	10	
	224,300	0	0	0	0	0	0	0	0	0	224,300	
140	0	0	0	0	0	0	0	0	46,400	0	46,400	
TRAVIS HEIGHTS	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	324,800	0	324,800	
145	0	11,400	10,050	12,040	16,745	0	19,400	0	0	0	14,463	
ZAVALA	0	1	1	1	2	0	1	0	0	0	8	
	0	11,400	10,050	12,040	33,490	0	19,400	0	0	0	86,780	
156	0	32,400	0	0	0	0	0	0	0	0	32,400	
ODOM	0	1	0	0	0	0	0	0	0	0	1	
	0	32,400	0	0	0	0	0	0	0	0	32,400	
COLUMN TOTAL	20,002	26,964	25,006	28,012	30,322	30,550	31,766	32,537	23,174	21,239		
	67	10	9	10	9	6	5	19	17	181		
	1340,160	269,640	225,770	240,120	272,900	183,300	158,430	610,210	393,960	4930,260		

(CONTINUED)
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Figure F-7. (continued, page 2 of 3)

78.51

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSIS
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NOWAMF (CREATION DATE = 21 MAY 79)

21 MAY 79

CROSS--BREAKDOWN OF									
SCHOOL	By GRADE								
VARIABLE AVERAGED...	MONEY	AMOUNT SPENT ON PURCHASES							
	GRADE								
PER CAPITA \$ NO. STUDENTS TOTAL \$									ROW TOTAL
SCHOOL	1	6	7	8	9	10	11	12	
JOHNSTON HS-003	0	0	0	51,502	90,470	40,400	44,535	52,990	
	0	0	0	5	1	3	2	11	
	0	0	0	257,910	90,470	145,440	89,070	582,890	
TRAVIS HS-007	0	0	0	62,520	65,600	44,570	0	50,822	
	0	0	0	2	1	1	1	4	
	0	0	0	125,040	65,600	44,570	0	235,240	
ALLAN JHS-041	24,136	23,972	20,070	0	0	0	0	23,046	
	7	11	6	0	0	0	0	24	
	160,950	263,690	120,470	0	0	0	0	553,110	
FULMORE JHS-043	0	25,420	34,203	0	0	0	0	32,949	
	0	1	6	0	0	0	0	7	
	0	25,420	205,220	0	0	0	0	230,640	
MARTIN JHS-051	24,092	20,970	21,750	0	0	0	0	22,734	
	5	5	2	0	0	0	0	12	
	124,460	104,850	43,500	0	0	0	0	272,810	
COLUMN TOTAL	32,537	23,174	26,371	54,707	70,075	47,502	44,535	27,239	
	19	17	14	7	2	4	2	181	
	610,210	393,960	369,190	382,950	156,150	190,010	89,070	4930,260	

Figure F-7. (continued, page 3 of 3)

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NONAME (CREATION DATE = 21 MAY 79)

21 MAY 79

***** C H O S S---H W E A K D O W N O F *****
 SCHOOL BY DATE? DATE OF REQUEST OR PURCHASE

 VARIABLE AVERAGED... MONEY AMOUNT SPENT ON PURCHASES

SCHOOL	PER CAPITA \$ NO. STUDENTS TOTAL \$	DATE2					ROW TOTAL
		NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	
		11	12	13	14	15	
METZ	124	26,337	0	14,565	0	0	24,375
		10	0	2	0	0	12
		263,370	0	29,130	0	0	292,500
OAK SPRINGS	125	25,729	0	8,520	10,750	0	18,590
		0	0	1	6	0	15
		205,830	0	8,520	64,500	0	278,850
ORTEGA	126	0	0	0	20,680	40,345	36,457
		0	0	0	1	2	3
		0	0	0	20,680	88,690	109,370
PECAN SPRINGS	129	46,500	0	0	0	0	46,500
		1	0	0	0	0	1
		46,500	0	0	0	0	46,500
PLEASANT HILL	130	34,400	0	0	0	0	34,400
		3	0	0	0	0	3
		103,200	0	0	0	0	103,200
ST. ELMO	136	22,430	0	0	0	0	22,430
		10	0	0	0	0	10
		224,300	0	0	0	0	224,300
TRAVIS HEIGHTS	140	44,435	38,805	0	0	0	46,400
		5	2	0	0	0	7
		247,100	77,610	0	0	0	324,800
ZAVALA	145	0	19,800	11,110	22,540	0	14,463
		0	1	4	1	0	6
		0	19,800	44,440	22,540	0	86,780
ODUM	154	32,400	0	0	0	0	32,400
		1	0	0	0	0	1
		32,400	0	0	0	0	32,400
COLUMN TOTAL		30,333	31,632	20,391	28,848	26,976	27,239
		69	5	42	37	28	181
		2092,900	158,160	856,440	1067,360	755,320	4910,260

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(CONTINUED) Figure F-8. MONEY SPENT FOR CLOTHING. The amount of money spent for clothing for migrant students by school and month November, 1978 through March, 1979. TO READ THIS TABLE: The top number in each cell, PER CAPITA \$, is the average amount of money spent on clothing for students at that school receiving clothing, the bottom number, TOTAL \$, is the total amount of money spent during that month for students at that school.

78.51

F-16

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NONAME (CREATION DATE = 21 MAY 79)

21 MAY 79

***** C R O S S---B R E A K D O W N O F *****
 SCHOOL BY DATE2 DATE OF REQUEST OR PURCHASE

 VARIABLE AVERAGED... MONEY AMOUNT SPENT ON PURCHASES

SCHOOL	PER CAPITA \$ NO. STUDENTS TOTAL \$	DATE2					ROW TOTAL
		NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	
		11 I	12 I	13 I	14 I	15 I	
ALLISON	101	18,616 I	0 I	21,423 I	6,290 I	0 I	19,910
		7 I	0 I	15 I	1 I	0 I	23
		130,310 I	0 I	321,340 I	6,290 I	0 I	457,940
BECKER	104	0 I	0 I	0 I	29,665 I	0 I	29,665
		0 I	0 I	0 I	2 I	0 I	2
		0 I	0 I	0 I	59,330 I	0 I	59,330
BRENTWOOD	107	22,920 I	0 I	18,273 I	0 I	11,845 I	19,311
		5 I	0 I	3 I	0 I	2 I	10
		114,600 I	0 I	54,820 I	0 I	23,690 I	193,110
BROOKE	108	0 I	0 I	24,330 I	19,400 I	28,360 I	25,139
		0 I	0 I	5 I	1 I	3 I	9
		0 I	0 I	121,690 I	19,400 I	85,000 I	226,250
CASIS	112	0 I	0 I	7,720 I	0 I	0 I	7,720
		0 I	0 I	1 I	0 I	0 I	1
		0 I	0 I	7,720 I	0 I	0 I	7,720
DAWSON	114	50,290 I	0 I	0 I	0 I	0 I	50,290
		3 I	0 I	0 I	0 I	0 I	3
		150,870 I	0 I	0 I	0 I	0 I	150,870
GOVALL	116	0 I	0 I	20,753 I	31,015 I	19,020 I	22,030
		0 I	0 I	7 I	2 I	3 I	12
		0 I	0 I	145,270 I	62,030 I	57,060 I	264,360
MAPLEWOOD	122	49,535 I	0 I	0 I	0 I	0 I	49,535
		2 I	0 I	0 I	0 I	0 I	2
		99,070 I	0 I	0 I	0 I	0 I	99,070
MATHEWS	123	0 I	0 I	32,697 I	0 I	0 I	32,697
		0 I	0 I	3 I	0 I	0 I	3
		0 I	0 I	98,090 I	0 I	0 I	98,090
COLUMN TOTAL		30,333	31,632	20,391	28,848	26,976	27,239
		69	5	42	37	28	181
		2092,980	150,160	656,440	1067,360	755,320	4930,260

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Figure F-8. (continued, page 2 of 3)

181

MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSIS
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 FILE NONAME (CREATION DATE = 21 MAY 79)

21 MAY 79

***** C N O S S---R R F A R D O W N O F *****
 SCHOOL BY DATE2 DATE OF REQUEST OR PURCHASE

 VARIABLE AVERAGED... MONEY AMOUNT SPENT ON PURCHASES

SCHOOL	PER CAPITA \$ NO. STUDENTS TOTAL \$	DATE2					ROW TOTAL
		NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	
		11	12	13	14	15	
173		0	0	0	52,990	0	52,990
JOHNSTON HS-W03		0	0	0	11	0	11
		0	0	0	582,890	0	582,890
177		58,822	0	0	0	0	58,822
TRAVIS HS-W07		4	0	0	0	0	4
		235,290	0	0	0	0	235,290
181		30,368	0	0	19,682	23,136	73,186
ALLAN JHS-W41		4	0	0	9	11	24
		121,470	0	0	177,140	254,500	553,110
183		0	0	25,420	0	34,203	59,623
FILMORE JHS-W03		0	0	1	0	6	7
		0	0	25,420	0	205,220	230,640
191		19,750	30,375	0	17,493	41,080	108,698
MARTIN JHS-W51		6	2	0	3	1	12
		110,500	60,750	0	52,480	41,080	272,810
COLUMN TOTAL		30,333	31,632	20,391	20,848	26,976	130,180
		69	5	42	37	28	181
		2092,980	158,160	856,000	1067,360	755,320	4930,260

Figure F-8. (continued, page 3 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 1, 1978

TO: Alicia Talamantez
FROM: Myron Friedman
SUBJECT: Migrant Clothing Services

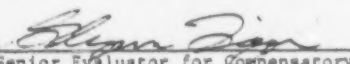
This year two separate forms are to be filled out regarding migrant clothing services. The Migrant Clothing Requests form is to be used for recording clothing referrals made by the schools. The Migrant Clothing Purchases form is to be used for recording the actual purchase of clothing. All referrals and purchases made during the month should be recorded on the forms. Each form should be completed and mailed to me by the 10th of the month for the previous month's transactions. Address the completed forms to:

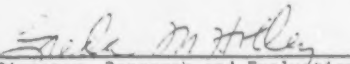
Myron Friedman
Office of Research and Evaluation
Administration Building Box 79

Please call me at 438-1228 if you have any questions regarding the forms.

MF:kj

ENC: Migrant Clothing Requests Form
Migrant Clothing Purchases Form
Instructions for Completing Clothing Forms
Roster of Migrant Students
List of School Codes

Approved: 
Senior Evaluator for Compensatory
Education Programs

Approved: 
Director, Research and Evaluation

cc: Lee Laws
Oscar Cantu
Jose Mata

MIGRANT CLOTHING REQUESTS AND MIGRANT CLOTHING PURCHASES FORMS

Two separate forms are to be filled out regarding migrant clothing services. The Migrant Clothing Requests form is to be used for recording clothing referrals made by the school. Each referral slip should be recorded on a separate line of the Migrant Clothing Requests form. The Migrant Clothing Purchases form is to be used for recording the actual purchase of clothing items. All items purchased during each month should be listed on this form. All purchases made for each student should be listed on a separate line on the Migrant Clothing Purchases form. Complete the forms each month by following the directions below.

(A) MONTH: ____ YEAR: ____

Fill in the number of the month and year for which the form is being completed. Example: October, 1979

MONTH: 10 YEAR: 78

(B) PERSON COMPLETING FORM

Fill in the name of the person who is completing the form. This is the person to be contacted if any questions come up when the form is reviewed.

(C) STUDENT ID NUMBER

This is the school district's seven-digit student identification number. It can be found on the attached Roster of Migrant Students. Please take care to copy the number correctly. If no number is listed on the Roster, then leave the space blank.

(D) STUDENT NAME

Enter student's name, last name first.

(E) SCHOOL

this is the school district's three-digit school identification number. The number for each school can be found on the attached List of Schools.

(F) GRADE

This is the student's current grade placement. Record grade in the following way:

<u>Student's Grade</u>	<u>Record it:</u>
Pre-K	-1
K	00
1	01

2	02
3	03
4	04
5	05
6	06
7	07
8	08
9	09
10	10
11	11
12	12

⑥ DATE

Record the date of the referral or purchase. Include the month, day, year. For example, October 30, 1978 should be recorded 10/30/78. January 1, 1978 should be recorded 01/01/78.

④ ITEMS REQUESTED/PURCHASED

Place the number of items requested in each column which applies. On the Request form, place the number in the column of each item which was requested on the school's form. On the Purchases form, place the number in the column of each item which was actually purchased. Leave the column blank to indicate that items were not requested/purchased.

① TOTAL AMOUNT SPENT

This section appears only on the Clothing Purchases form. The total amount spent on all items listed on each line should be entered here. Complete this column according to the following example:

Address the completed forms to:

Myron Friedman
Office of Research and Evaluation
Administration Building, Box 79

[illegible]

MIGRANT CLOTHING PURCHASES

Leave Blank = No Item(s)
purchased
1 = Item(s)
purchased

(B) PERSON COMPLETING FORM: _____ (1) (9)

(H) ITEMS PURCHASED

① (9)

(C)	(D)	(E)	(F)	(G)	(H)																			(I)									
STUDENT ID NUMBER	STUDENT NAME	SCHOOL	GRADE	DATE	SHOES	SOCKS	JACKET	UNDERWEAR	T-SHIRT	DRESS	BLOUSE	PANTS	SHIRT	COAT	MISC.	TOTAL AMOUNT SPENT																	
(11-17)	(18-37)	(39-41)	(41-44)	(46-51)	51	54	55	56	57	58	59	60	61	62	63	65	66	67	68	69	70												
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LIST OF TITLE I MIGRANT SCHOOLS IN ALPHABETICAL ORDER

041	Allan	051	Martin
101	Allison	123	Mathews
104	Becker	124	Metz
107	Brentwood	125	Oak Springs
108	Brooke	126	Ortega
114	Dawson	136	St. Elmo
043	Fulmore	007	Travis
003	Johnston	140	Travis Heights

LIST OF SCHOOLS WITHOUT MIGRANT TEACHERS

009	Anderson	118	Harris	049	Porter
102	Andrews	119	Highland Park	131	Read
002	Austin	153	Hill	006	Reagan
153	Baker	120	Joslin	132	Reilly
149	Barrington	045	Lamar	133	Ridgetop
103	Barton Hills	004	Lanier	134	Rosedale
054	Bedichek	010	L.B.J.	135	Rosewood
105	Blackshear	121	Lee	139	Sims
106	Blanton	160	Linder	138	Summitt
109	Brown	122	Maplewood	158	Sunset Valley
110	Bryker Woods	005	McCallum	141	Walnut Creek
046	Burnet	147	Menchaca	167	Webb
111	Campbell	052	Murchison	157	Winn
112	Casis	150	Norman	152	Wooldridge
161	Cook	148	Oak Hill	144	Wooten
008	Crockett	156	Odom	145	Zavala
113	Cunningham	047	O. Henry	146	Zilker
115	Dill	127	Sanchez	162	Houston
053	Dobie	128	Pessee	163	Williams
154	Doss	048	Pearce		
116	Govalle	129	Pecan Springs		
139	Graham	151	Pillow		
117	Gullett	130	Pleasant Hill		

FILE ID ASKCARD FILE PAVOUT

LOCATION:

Page 1 of 1PROGRAM: Title I MigrantALSDYEAR: 1978-79✓UT PF7156,3069, CLOTHES
acct.pass. filename

CONTENTS:

MIGRANT CLOTHING REQUESTS

FIELD	COLUMNS	DESCRIPTION
A	1-3	FILE ID <u>ASK</u>
	4-7	MONTH, YEAR OF FORM
	-9	PERSON COMPLETING 1 = DELIA (SECTY FOR A. TALAMANTEZ)
	11-17	ALSD ID #
	18-37	STUD. NAME
	39-41	SCHOOL
	43-44	GRADE
	46-51	DATE OF REQUEST
	-53	# of SHOES
	-54	" " SOCKS "
	-55	" " JACKETS "
	-56	" " UNDERWEAR "
	-57	" " T-SHIRTS "
	-58	" " DRESS "
	-59	" " BLOUSE "
	-60	" " PANTS "
	-61	" " SHIRT "
	-62	" " COAT "
	-63	" " MISC. "

Attachment F-2
(Page 1 of 2)

78.51

191

F-25

190

PROGRAM: Title I MigrantAISDYEAR: 1978-79✓ UT PF 7156,3068 CLOTHES
acct. pass. filename

MIGRANT CLOTHING PURCHASES

CONTENTS:

78.51

FIELD	COLUMNS	DESCRIPTION
A	1 - 3	FILE ID AJL
	4 - 7	MONTH, YR OF FORM
	- 9	PERSON COMPLETING 1- DELIA
	11 - 17	AISD ID #
	18 - 37	STUD NAME
	39 - 41	SCHOOL
	43 - 44	GRADE
	46 - 51	DATE OF PURCHASE
	- 53	SHOES
	- 54	SOCKS
	- 55	JACKETS
	- 56	UNDERWEAR
	- 57	T-SHIRTS
	- 58	DRESS
	- 59	BLOUSE
	- 60	PANTS
	- 61	SHIRT
	- 62	COAT
	- 63	MISC
	65 - 70	AMOUNT SPENT

F-26

Attachment F-2
(continued, page 2 of 2)

140

RUN NAME MIGRANT CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 VARIABLE LIST FILE,DATE1,10,STUD1 TO STUD5,SCHOOL,GRADE,DATE2,SHOES,
 SOCKS,JACKETS,UNDERW,15HIRT,DRESS,BLOUSE,PANTS,SHIRT,COAT,
 MISC,MONEY
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(A3,F4,3X,F7,5A4,1X,F3,1X,F2,1X,F2,5X,11F1,1X,F6,2)
 N OF CASES UNKNOWN
 VAR LABELS DATE1,REPORTING DATE/10,A150 10 NO/UNDERW,UNDERWEAR/MONEY,
 AMOUNT SPENT ON PURCHASES/DATE2,DATE OF REQUEST OR PURCHASE
 IF (SCHOOL LE 10 AND SCHOOL GE 2)SCHOOL=SCHOOL+170
 IF (SCHOOL GE 41 AND SCHOOL LE 55)SCHOOL=SCHOOL+140
 RECODE FILE(*AJK*1)(*AJL*2)
 RECODE SCHOOL(40=207)(251=201)(252=202)(257=203)(258=204)(592=205)
 (800,954,955=206)
 RECODE DATE2(1=13)(2=14)(3=15)
 VALUE LABELS DATE2(10)OCTOBER(11)NOVEMBER(12)DECEMBER(13)JANUARY
 (14)FEBRUARY(15)MARCH/
 COMPUTE LEVEL=0
 IF (GRADE EQ -1)LEVEL=1
 IF (GRADE GE 0 AND LE 5)LEVEL=2
 IF (GRADE GE 6 AND LE 8)LEVEL=3
 IF (GRADE GE 9)LEVEL=4
 VALUE LABELS LEVEL(1)PREKIND(2)K TO 5TH(3)6TH TO 8TH(4)9TH TO 12TH/
 VALUE LABELS FILE(1)CLOTHING REQUESTS(2)CLOTHING PURCHASE/GRADE(-1)
 PREKIND(0)KINDER/
 SCHOOL(101) ALLISON (102) ANDREWS
 (103) HARTON HILLS (104) BECKER
 (105) BLACKSHEAR (106) BLANTON
 (107) BRENTWOOD (108) BROOKE
 (109) BROWN (110) BRYKER WOODS
 (111) CAMPBELL (112) CASIS
 (113) CUNNINGHAM (114) DAWSON
 (115) DILL (116) GUVALLE
 (117) GULLEY (118) HARRIS
 (119) HIGHLAND PARK (120) JUSLIN
 (121) LEE (122) MAPLEWOOD
 (123) MATHEWS (124) NETZ
 (125) OAK SPRINGS (126) ORTEGA
 (127) SANCHEZ (128) PEASE
 (129) PECAN SPRINGS (130) PLEASANT HILL
 (131) READ (132) REILLY
 (133) RIDGETOP (134) RUSEDALE
 (135) ROSEWOOD (136) ST. ELMO
 (137) ST. JOHN (138) SUMMIT
 (139) SIMS (140) TRAVIS HEIGHTS
 (141) WALNUT CREEK (144) WOOTEN
 (145) ZAVALA (146) ZILKER
 (147) MENCHACA (148) OAK HILL
 (149) BARRINGTON (150) NORMAN
 (151) PILLOW (152) WOOLDRIDGE
 (153) BAKER (154) DOSS
 (155) HILL (156) ODOM
 (157) WINN (158) SUNSET VALLEY
 (159) GRAHAM (160) LINDER
 (161) KATHERINE COOK (162) HOUSTON
 (163) RONDBERG LANE (164) LEWIS TRACT
 (165) DUVAL ROAD (166) WILLIAMS
 (167) WEHR (168) SOUTH CREEK
 (169) TRAVIS COUNTRY (170) SOUTHTREE CREEK
 (171) RYSE (172) ANSTON H.S.-HWP

(175) MCCALLUM HS-005 (176) REAGAN HS-006
 (177) TRAVIS HS-007 (178) CROCKETT HS-008
 (179) ANDERSON HS-009 (180) L.H. JOHNSON HS-010
 (181) ALLAN JHS-041
 (182) FULMORE JHS-043
 (183) JHS CODE P44
 (184) BURNET JHS-046
 (185) PFANCE JHS-048
 (186) MARTIN JHS-051
 (187) REDICHER JHS-050
 (188) LAMAR JHS-045
 (189) D. HENRY JHS-047
 (190) PORTER JHS-049
 (191) HURCHINSON JHS-052
 (192) DORIE JHS-055

(201) ST JOHNS DEV CTR(202)D A C
 (203)EARLY CHILD ED(204)CLIFTON CENTER
 (205)GIRLS TOWN(206)SPEC ED PGMS
 (207) VOC ED JHS-040/
 MONBY(2)

PRINT FORMATS

DD REPEAT

IF

END REPEAT

*SELECT IF

TASK NAME

MULT RESPONSE

MONBY(2)

XITEM=SHOES TO MISC/

(XITEM GE 1) XITEM=1

(FILE EQ 1)

ANALYSIS OF CLOTHING REQUESTS

GROUPS=CLOTHING CLOTHING REQUESTED (SHOES TO MISC(1))/

VARIABLES=SCHOOL(100,207),GRADE(-1,12)DATE2(10,15)LEVEL(1,4)/

FREQUENCIES=CLOTHING/

TABLES=DATE2 BY CLOTHING/LEVEL BY CLOTHING/

5

OPTIONS

STATISTICS

READ INPUT DATA

*SELECT IF

TASK NAME

MULT RESPONSE

1,2

(FILE EQ 2)

ANALYSIS OF CLOTHING PURCHASES

GROUPS=CLOTHING CLOTHING PURCHASED (SHOES TO MISC(1))/

VARIABLES=SCHOOL(100,207),GRADE(-1,12)DATE2(10,15)LEVEL(1,4)/

FREQUENCIES=CLOTHING/

TABLES=DATE2 BY CLOTHING/LEVEL BY CLOTHING/

5

OPTIONS

STATISTICS

FINISH

1,2

RUN NAME HIGHWAY CLOTHING REQUESTS/PURCHASES FINAL ANALYSES
 VARIABLE LIST FILE,DATE1,10,STUD1 TO STUD5,SCHOOL,GRADE,DATE2,SHOES,
 SOCKS,JACKETS,UNDERW,YSHIRT,DRESS,HOUSE,PANTS,SHIRT,COAT,
 MISC,MONEY
 INPUT METHOD DISK
 INPUT FORMAT F[1X]E[1X,F4,3X,F7,5A4,1X,F3,1X,F2,1X,F2,5X,11F1,1X,F6,2]
 N OF CASES UNKNOWN
 VAR LABELS DATE1,REPORTING DATE/10, ALSO IF NO/UNDERW,UNDERWEAR/MONEY,
 AMOUNT SPENT ON PURCHASES/DATE2, TYPE OF REQUEST OR PURCHASE
 IF (SCHOOL LE 10 AND SCHOOL GE 2)SCHOOL=SCHOOL+170
 IF (SCHOOL GE 41 AND SCHOOL LE 55)SCHOOL=SCHOOL+140
 RECODE FILE('AJK'=1)('AJL'=2)
 RECODE SCHOOL(40=207)(251=201)(252=202)(257=203)(258=204)(592=205)
 (440,954,955=206)
 RECODE DATE2(1=13)(2=14)(3=15)
 VALUE LABELS DATE2(10)OCTOBER(11)NOVEMBER(12)DECEMBER(13)JANUARY
 (14)FEBRUARY(15)MARCH/
 COMPUTE LEVEL=0
 IF (GRADE EQ -1)LEVEL=1
 IF (GRADE GE 0 AND LE 5)LEVEL=2
 IF (GRADE GE 6 AND LE 8)LEVEL=3
 IF (GRADE GE 9)LEVEL=4
 VALUE LABELS LEVEL(1)PREKIND(2)K TO 5TH(3)6TH TO 8TH(4)9TH TO 12TH/
 VALUE LABELS FILE(1)CLOTHING REQUESTS(2)CLOTHING PURCHASE/GRADE(-1)
 PREKIND(0)KINDER/

SCHOOL(101) ALLISON	(102) ANDREWS
(103) BARTON HILLS	(104) BECKER
(105) BLACKSHEAR	(106) BLANTON
(107) BRENTWOOD	(108) BROOKE
(109) BROWN	(110) BRYKER WOODS
(111) CAMPBELL	(112) CASSIS
(113) CUNNINGHAM	(114) DAWSON
(115) DILL	(116) GOVALLE
(117) GULLEY	(118) HARRIS
(119) HIGHLAND PARK	(120) JOSLIN
(121) LEE	(122) MAPLEWOOD
(123) MATHEWS	(124) METZ
(125) OAK SPRINGS	(126) ORTEGA
(127) SANCHEZ	(128) PEASE
(129) PECAN SPRINGS	(130) PLEASANT HILL
(131) READ	(132) REILLY
(133) RIDGETOP	(134) RUSEDALE
(135) ROSEWOOD	(136) ST. ELMO
(137) ST. JOHN	(138) SUMMIT
(139) SIMS	(140) TRAVIS HEIGHTS
(141) WALNUT CREEK	(144) WOOTEN
(145) ZAVALA	(146) ZILKER
(147) MENCHACA	(148) OAK HILL
(149) BARRINGTON	(150) NURMAN
(151) PILLOW	(152) WOOLDRIDGE
(153) BAKER	(154) DOSS
(155) HILL	(156) ODOM
(157) WINN	(158) SUNSET VALLEY
(159) GRAHAM	(160) LINDER
(161) KATHERINE COOK	(162) HOUSTON
(163) RUMBERG LANE	(164) LEWIS TRACT
(165) DUVAL ROAD	(166) WILLIAMS
(167) WEBB	(168) SOUTH CREEK
(169) TRAVIS COUNTRY	(170) SOUTHTREE CREEK

(114) - 105 - 001

(142) AUSTIN H 3-12

(175) MCCALLUM HS-004 (176) REAGAN HS-006
 (177) TRAVIS HS-007 (178) CROCKETT HS-008
 (179) ANDERSON HS-009 (180) LI JOHNSON HS-010
 (181) ALLAN JHS-001
 (182) FULMORE JHS-001
 (183) JHS CODE 044
 (184) BURNET JHS-046 (185) LAMAR JHS-045
 (186) PEANCF JHS-048 (187) O. HENRY JHS-047
 (188) MARTIN JHS-051 (189) PORTER JHS-049
 (190) REDICHER JHS-054 (191) MURCHINSON JHS-052
 (192) DORIE JHS-055
 (201) ST JOHNS DEV CTR(202) A C
 (203) EARLY CHILDHOOD ED(204) CLIFTON CENTER
 (205) GIRLS TOWN(206) SPEC ED PGMS
 (207) VOC ED JHS-040/

PRINT FORMATS
 DO REPEAT
 IF
 END REPEAT
 *SELECT IF
 TASK NAME
 BREAKDOWN

MONEY(2)
 XITEM*SHOES TO MISC/
 (XITEM GE 1) XITEM*1
 (FILE EQ 2)
 SUMMING THE TOTAL AMOUNT SPENT ON CLOTHING BY SCHOOL/GRADE
 VARIABLES=SCHOOL(100,207)/GRADE(-1,12)/MONEY(.50,100.00)/
 DATE2(10,15)/LEVEL(1,4)/
 CROSSTHREAD*MONEY BY DATE2/
 MONEY BY SCHOOL BY DATE2/
 MONEY BY LEVEL BY DATE2/
 MONEY BY SCHOOL BY GRADE/
 MONEY BY SCHOOL BY GRADE BY DATE2/

OPTIONS
 READ INPUT DATA
 FINISH

F-30

J N A
CLOTH

F DEFCCM 12.09.53. 14 DEC 78 AZAD764 12.09.54. 14 DEC 78 AZAD764

/ A ANCLOTH
1" ACH ANHIL4 ("
A,U YH-H+1" (H AC1 AECH AJ:ID" (H AKBI
ALDRP ALEXPCCH
A 5
MACRO CLOTH IN/CLOTHES, ID=45/64, NC=1/4
USEBULL.
.READPF 2306 RELRPT
.READPF 7156 SIN
.RELHPT, ITY, CLOTHES, REPORT, TTY
.PRINT REPORT, PR, ID=810, NC=6NC, BF

F-31

202

203

78.51

Attachment F-4
(1 of 5)

MACRO CLOTH IN/CLOTHES, ID=45/44, NC=1/4
IISNULL.
.READPF 2104 RELRPT
.READPF 7154 SIN
.REL RPT, TTY, CLOTHES, REPORT, TTY
.PRINT REPORT, PR, ID=510, NC=5NC, RF

78.51

F-32

Attachment F-4
(continued, page 2 of 5)

204

205

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PROGRAM REPORT(INPUT,TAPE1,TAPE2,OUTPUT)
  INTEGER NAME(2),GR,SCH,ITEM(11),SCH1,ITFMS(500),NAMES(500,2),
  *ID,IDS(500),SCHS(500),GRS(500),LETIN,LITL,DATE,DATES(500),
  *ITFM,NUMREC,TODATE,KEY(500),DUMMY(3),GROUT(14),ITOUT(11),
  *BLANK
  REAL TOTAL,TOTALS(500)
  COMMON TOTALS,ITFMS
  DATA LITL/1HL/
  DATA GROUT/2HPK,2H K,2H 1,2H 2,2H 3,2H 4,2H 5,2H 6,2H 7,2H 8,
  *2H 9,2H 10,2H 11,2H 12/,2EO,BLANK/2H 0,2H /
  SCH1=0
  NUMREC=0
10 READ(1,1001)LETIN,DATE,{D,NAME,SCH,GR,ITEM,TOTAL
1001 FORMAT(2X,A1,I4,3X,I7,2A10,1X,I3,1X,I2,6X,I11,1X,FA,2)
  IF(EOF(1))50,20
20 IF(LETIN.NE.LITL)GO TO 10
  NUMREC=NUMREC+1
  KEY(NUMREC)=ID+100000000*GR+1000000000*SCH
  DATES(NUMREC)=DATE
  IDS(NUMREC)=ID
  NAMES(NUMREC,1)=NAME(1)
  NAMES(NUMREC,2)=NAME(2)
  SCHS(NUMREC)=SCH
  GRS(NUMREC)=GR+2
  ITFMS(NUMREC)=ITFM
  TOTALS(NUMREC)=TOTAL
  GO TO 10
50 CALL TSHORT(NUMREC,KEY,DATES,IDS,NAMES(1,1),NAMES(1,2),SCHS,
  *GRS,ITFMS,TOTALS)
  PRT 1 0000
6000 FORMAT(*PLEASE TYPE IN THE DATE FOR THIS MONTHS REPORT,*/
  *IN MONTH-YEAR FORMAT AS 4 CONSECUTIVE DIGITS, AS 1178.*)
  READ*,TODATE
  DO 100 I=1,NUMREC
    SCH=SCH1(I)
    IF(SCH.NE.SCH1)CALL SUMHEAD(1,SCH,SCH1,TODATE)
    ENCODE(11,3003,DUMMY)ITFMS(I)
3003 FORMAT(111)
    DECODE(11,3003,DUMMY)ITEM
3001 FORMAT(1111)
    IF(IDS(I).GT.0.AND.IDS(I).EQ.IDS(I+1))CALL KLUGE(I,ITEM)
    ENCODE(22,3005,DUMMY)ITEM
3005 FORMAT(1112)
    DECODE(22,3005,DUMMY)ITOUT
3006 FORMAT(1142)
    DO 70 J=1,11
      IF(ITEM(J).EQ.0)ITOUT(J)=BLANK
70 CONTINUE
    WRITE(2,2001)NAMES(I,1),NAMES(I,2),GROUT(GRS(I)),ITOUT,TOTALS(I)
2001 FORMAT(1X,2A10,1X,A2,11(6X,A2),6X,FA,2)
100 CONTINUE
  DO 200 I=1,NUMREC
    IF(DATES(I).NE.TODATE)GO TO 200
    SCH=SCHS(I)
    IF(SCH.NE.SCH1)CALL SUMHEAD(2,SCH,SCH1,TODATE)
    ENCODE(11,3003,DUMMY)ITFMS(I)
    DECODE(11,3003,DUMMY)ITEM
    ENCODE(22,3005,DUMMY)ITOUT
    DECODE(22,3005,DUMMY)ITEM
    DO 300 J=1,11

```

```

12H CONTINUE
WRITE (2,2001) NAMES(I,1), NAMES(I,2), GROSS(I), TOUT, TOTALS(I)
200 CONTINUE
END

```

```

SUBROUTINE SUMHEAD(FLAG, SCH, SCH1, TDATE)
INTEGER SCH, SCH1, MONTHS(12), MON, YR, TDATE, FLAG
DATA MONTHS/10H JANUARY, 10H FEBRUARY, 10H MARCH,
*10H APRIL, 10H MAY, 10H JUNE, 10H JULY,
*10H AUGUST, 10H SEPTEMBER, 10H OCTOBER, 10H NOVEMBER,
*10H DECEMBER/
MON=TDATE/100
YR=TDATE-100*MON
IF (FLAG .EQ. 2) GO TO 10
WRITE (2,2002) MONTHS(MON), YR, SCH
2002 FORMAT(10//10//52X, 'MIGRANT CLOTHING PURCHASES'//56X, 'THRU ', A10,
10, 19//12/57X, 'SCHOOL NUMBER ', I3)
GO TO 20
10 WRITE (2,2004) MONTHS(MON), YR, SCH
2004 FORMAT(10//10//52X, 'MIGRANT CLOTHING PURCHASES'//56X, A10,
10, 19//12/57X, 'SCHOOL NUMBER ', I3)
20 WRITE (2,2003)
2003 FORMAT(10//10//52X, 'NUMBER OF ITEMS PURCHASED'//32X, 0(10H-----),
17H-----, 4X, 'TOTAL')
WRITE (2,2004)
2004 FORMAT(7X, 'STUDENT NAME', 6X, 'GRADE SHOES SOCKS JACKETS',
10, 'UNDERWE T-SHIRT DRESS BLOUSES PANTS SHIRT COATS',
10, 'MISC SPENT')
WRITE (2,2005)
2005 FORMAT(3X, 5(-----), 2X, -----, 11(-----), 3X, -----/)
SCH1=SCH
RETURN
END

```

```

SUBROUTINE KLUFG(I, ITEM)
INTEGER ITEM(11), ITEMS(SCH), I, ITEM2(11), DUMMY(2)
REAL TOTALS(SCH)
COMMON ITEMS, TOTALS
I=I+1
ENCODE (11, 3003, DUMMY) ITEMS(I)
3003 FORMAT(I11)
DECODE (11, 3001, DUMMY) ITEM2
3001 FORMAT(I111)
DO 20 J=1, 11
ITEM(J)=ITEM(J)+ITEM2(J)
20 CONTINUE
TOTALS(I)=TOTALS(I)+TOTALS(I-1)
RETURN
END

```

208

269

MIGRANT CLOTHING PURCHASES
 THRU DECEMBER, 1976
 SCHOOL NUMBER 125

STUDENT NAME	GRADE	NUMBER OF ITEMS PURCHASED										TOTAL SPENT
		SHOES	SOCKS	JACKETS	UNDERWE	T-SHIRT	DRESS	BLOUSES	PANTS	SHIRT	COATS	
	PK							1	1		1	33.27
	PK										1	22.49
	PK		3		2				1	1		17.04
	PK								1	1	1	23.82
	PK										1	13.49
	PK										1	20.89
	PK	1	1	1	1	1			1			34.67
	PK		1	1	1	1				1	1	40.36

78.51

E-35

211

210

Title I Migrant

Appendix G

HEALTH SERVICES/MEDICAL EXPENSES FORMS

Brief description of the instrument:

The form provides information about health services; name and grade of students served, initial and follow-up examinations, non-migrant health care, nature of contact by Migrant nurse, and outcome. Space was provided for the name of the school served and the date by month.

The form provides the following information about the health services bills received: name and grade of students served, and expenditures for the services of an MD and Dentist, pharmacy, X-ray, lab, or glasses. Space was provided for the name of the school served and the date by month.

To whom was the instrument administered?

The Migrant Nurse.

The Migrant Nurse.

How many times was the instrument administered?

The form was completed by the Migrant nurse nine times.

The form was completed by the Migrant nurse nine times.

When was the instrument administered?

Monthly, August, 1978-April, 1979.

Monthly, August, 1978-April, 1979.

Where was the instrument administered?

N/A.

N/A.

Who administered the instrument?

The form was completed by the Migrant nurse.

The form was completed by the Migrant nurse.

What training did the administrators have?

Nurse had detailed instructions.

Nurse had detailed instructions.

Was the instrument administered under standardized conditions?

No.

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

No.

Who developed the instrument?

Project evaluator and Migrant nurse.

Project evaluator and Migrant nurse.

What reliability and validity data are available on the instrument?

None.

None.

Are there norm data available for interpreting the results?

No.

No.

HEALTH SERVICES/MEDICAL EXPENSES FORMS

Purpose

The Health Services/Medical Expenses Forms were used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D3: Should the Health Services component be continued as it is, modified, expanded, or deleted?

Evaluation Question D5-1: Were the component's objectives met?

- a. During the 1978-79 school year, the Migrant Nurse will provide health services to 75% of the students on a campus with migrant instructional staff (K-12).
- b. The Migrant Nurse will provide health services to 90% of the pre-K students in the Migrant Program.

Procedure

The instructions used by the Migrant Nurse for completing the Health Services and Medical Expenses Forms are found in Attachment G-1. The Migrant Health Services Form was completed each month by the Migrant Nurse. It was designed to record data from each contact with a migrant student by the nurse. In designing and completing the form it was assumed that each contact consisted of the following stages:

- a. An initial information gathering phase where the nurse examined the student or discussed the problem with someone by phone,
- b. The definition of the problem,
- c. Some action by the nurse to resolve the problem, and
- d. Follow-up of the problem at a later date.

Information about each stage was recorded by the nurse for each contact.

For the purposes of the form a contact could be either direct or indirect. Indirect contact might best be thought of as secondhand contact in that it involved the receipt of information by the Migrant Nurse about migrant students from other sources, primarily AISD school nurses or AISD vision and hearing screening personnel.

The problem codes used with the form were the ones used by the Migrant Student Record Transfer System. A copy of the codes can be found as Attachment G-2.

The outcomes that were recorded were referrals to physicians and dentists, referrals for special education examination, home visits by the Migrant Nurse, counseling by the Migrant Nurse, and phone calls or notes to parents by the Migrant Nurse.

The Medical Expenses Form was designed to gather information about how much money was spent monthly by the Migrant Program for health care and for what the money was spent. To complete the form, the Migrant Nurse or her clerk recorded the name, amount, and type of expenditure for each bill received during each month from July, 1973, through April, 1979.

The data on the Health Services Form were keypunched, one card per contact. Attachment G-3 is a copy of the card file layout. The file is available at U. T. on PF, 7156, 3069, ALDHLTH. The data were analyzed using the SPSS programs CROSSTABS, MULT RESPONSE, and FREQUENCIES. The SPSS control file is available at U. T. on PF, 6634, 1298, ALDSPS, ALDSPS2. Attachment G-4 is a listing of the program. The data from the Medical Expenses Form were hand tabulated.

Results

Evaluation Question D5-1a. During the 1978-79 school year, the Migrant Nurse will provide health services to 75% of the students on a campus with migrant instructional staff (K-12).

Based upon the results discussed below, the objective was not completely met. At the K-5 level, the Migrant Nurse served 85% of the 219 registered students. At grades 6-8, the Migrant Nurse served 70% of the 196 registered students. At grades 9-12, the Migrant Nurse served only 33% of the 231 registered students.

Evaluation Question D5-1b. The Migrant Nurse will provide health services to 90% of the pre-K students in the Migrant Program.

Based upon the results discussed below, this objective was completely attained. Overall, the Migrant Nurse served 90% of the pre-K children.

Figure G-1 is a summary of the number and percentage of students served by the Migrant Nurse at the pre-K, K-5th grade, and 6th-12th grade levels. The Migrant Nurse served 90%, 85%, 70%, and 33% of the registered migrant students at the pre-K, K-5, 6-8, and 9-12 grade levels, respectively.

	Number of Registered Migrant Students	Number of Students Receiving Health Services	% of Registered Students Who Rec'd. Health Services
<u>Pre-K</u>			
Allison	21	20	95%
Brentwood	9	8	89%
Brooke	22	21	95%
Dawson	19	18	95%
Matthews	12	11	92%
Metz	16	15	94%
Oak Springs	20	16	80%
St. Elmo	17	13	76%
	<u>136</u>	<u>122</u>	<u>90%</u>
<u>K-5</u>			
Allison	49	45	92%
Becker	49	46	94%
Brooke	55	41	75%
Dawson	40	29	73%
Ortega	26	26	100%
	<u>219</u>	<u>187</u>	<u>85%</u>
<u>6-8</u>			
Travis Heights	20	18	90%
Allan	65	44	68%
Fulmore	53	41	77%
Martin	58	35	60%
	<u>196</u>	<u>138</u>	<u>70%</u>
<u>9-12</u>			
Travis High	97	41	42%
Johnston	134	35	26%
	<u>231</u>	<u>76</u>	<u>33%</u>

Figure G-1. NUMBER AND PERCENTAGE OF STUDENTS SERVED BY MIGRANT NURSE ON CAMPUSES WITH MIGRANT TEACHER: PRE-K, K-5TH GRADE, 6TH-12TH GRADE.

Figure G-2 is a summary of the number of direct and indirect contacts which the Migrant Nurse had with migrant students. There were a total of 406 indirect contacts through other AISD personnel. The Migrant Nurse had 833 direct contacts with migrant students.

<u>TYPE OF CONTACT</u>	<u>NUMBER</u>
Contact by AISD Personnel	
School Nurse	21
Vision Screening	176
Hearing Screening	208
Special Education Exam	<u>1</u>
Total	406
Contact by Migrant Nurse	
Scheduled Screening	496
Non-Scheduled Screening	174
Problems Handled by Phone	<u>163</u>
Total	833

Figure G-2. NUMBER OF DIRECT AND INDIRECT CONTACTS WITH MIGRANT NURSE BY TYPE OF CONTACT.

The data were collected in a manner which allowed for an analysis of the number and percent of follow-up contacts which were made for each identified problem. Figure G-3 is a summary by month of the number of initial contacts and follow-up contacts made by the Migrant Nurse from July, 1978, through April, 1979. Figure G-4 is a summary by grade level of the number of initial and follow-up contacts. Overall, there were 1941 problems for which a contact was made. Of the total number, 61% were initial contacts which required no follow-up. Twenty percent were initial contacts which did require a follow-up. As is indicated in Figure G-5, the Migrant Nurse followed up on 68% of the problems which required a follow-up.

FOLLOW-UPS REQUIRED

Initial Visits with Required Follow-Up	389
Follow-Ups with Additional Required	
Follow-Up	<u>137</u>
Total	526

FOLLOW-UPS COMPLETED

Follow-Ups with Additional Required	137
Follow-Up	
Follow-Ups with <u>NO</u> Additional Required	
Follow-Up	<u>223</u>
Total	360

<u>PERCENTAGE OF REQUIRED</u>	
<u>FOLLOW-UPS WHICH WERE COMPLETED</u>	68%

Figure G-5. NUMBER OF REQUIRED AND COMPLETED FOLLOW-UPS.

FILE SYSALD (CREATION DATE = 19 JUN 79)

***** CROSS TABULATION OF *****
 INIT INITIAL VISIT OR FOLLOW-UP BY DATE DATE OF MONTHLY REPORT
 ***** PAGE 1 OF 1

78.51

		DATE												ROW TOTAL
COUNT		JULY 78	AUGUST 78	SEPTEMBER 78	OCTOBER 78	NOVEMBER 78	DECEMBER 78	JANUARY 79	FEBRUARY 79	MARCH 79	APRIL 79			
ROW PCT														
COL PCT														
TOT PCT														
NO FOLLOW-UP REQUIRED	INITIAL VISIT	71	11	114	268	101	101	152	161	112	101	1192		
		6.0	.9	9.6	22.5	8.5	8.5	12.8	13.5	9.4	8.5	61.4		
		75.5	37.9	52.8	57.6	47.9	71.6	68.2	69.7	61.9	67.3			
		3.7	.6	5.9	13.8	5.2	5.2	7.8	8.3	5.8	5.2			
FOLLOW-UP IS REQUIRED	INITIAL VISIT	22	14	40	92	25	13	30	49	40	24	389		
		5.7	3.6	20.6	23.7	6.4	3.3	7.7	12.6	10.3	6.2	20.0		
		23.4	48.3	37.0	19.8	11.8	9.2	13.5	21.2	22.1	16.0			
		1.1	.7	4.1	4.7	1.7	.7	1.5	2.5	2.1	1.2			
FOLLOW-UP NO MORE REQUIRED	FOLLOW-UP VISIT	0	4	6	40	80	23	31	13	17	9	223		
		0	1.8	2.7	17.9	35.9	10.3	13.9	5.8	7.6	4.0	11.5		
		0	13.8	2.8	8.6	37.9	16.3	13.9	5.6	9.4	6.0			
		0	.2	.7	2.1	4.1	1.2	1.6	.7	.9	.5			
ADDITIONAL FOLLOW-UP IS REQUIRED	FOLLOW-UP VISIT	1	0	16	65	5	4	10	8	12	16	117		
		.7	0	11.7	47.4	3.6	2.9	7.3	5.8	8.8	11.7	7.1		
		1.1	0	7.4	14.0	2.4	2.8	4.5	3.5	6.6	10.7			
		.1	0	.8	3.3	.3	.2	.5	.4	.6	.8			
COLUMN TOTAL		94	29	216	465	211	141	223	231	181	150	1941		
		4.8	1.5	11.1	24.0	10.9	7.3	11.5	11.9	9.3	7.7	100.0		

G-7

FIGURE G-3. NUMBER OF INITIAL AND FOLLOW-UP CONTACTS BY MONTH, JULY, 1978 THROUGH APRIL, 1979.
 TO READ THIS TABLE: COUNT is the number of contacts made during a month, ROW PCT is the percent of that type of contact which was made during a particular month, COL PCT is the percent of contacts during a particular month which were initial or follow-up.

219

FILE SYSALD CREATION DATE = 19 JUN 79)

***** CROSS TABULATION OF *****
 LEVEL BY INIT INITIAL VISIT OR FOLLOW-UP
 ***** PAGE 1 OF 1

LEVEL	COUNT	INITIAL	INITIAL	FOLLOW-UP	FOLLOW-UP	ROW
	ROW PCT	VISIT NO	VISIT	VISIT	VISIT	TOTAL
	COL PCT	FOLLOW-UP	FOLLOW-UP	NO MORE	ADDITIONAL	
	TOT PCT	REQUIRED	REQUIRED	REQUIRED	FOLLOW-UP	
	-----	-----	-----	-----	-----	
PRE-KINDERGARTEN	294	139	109	77	619	
	47.5	22.5	17.6	12.4	31.9	
	24.7	35.7	48.9	56.2		
	15.1	7.2	5.6	4.0		
	-----	-----	-----	-----		
PRIMARY GRADES	547	140	68	37	792	
	69.1	17.7	8.6	4.7	40.8	
	45.9	36.0	30.5	27.0		
	28.2	7.2	3.5	1.9		
	-----	-----	-----	-----		
SECONDARY GRADES	351	110	46	23	530	
	66.2	20.8	8.7	4.3	27.3	
	29.4	28.3	20.6	16.8		
	18.1	5.7	2.4	1.2		
	-----	-----	-----	-----		
∞	COLUMN	1192	389	223	137	1941
	TOTAL	61.4	20.0	11.5	7.1	100.0

FIGURE G-4. NUMBER OF INITIAL AND FOLLOW-UP CONTACTS BY GRADE LEVEL, JULY, 1978 THROUGH APRIL, 1979. TO READ THIS TABLE: COUNT is the number of contacts made at a grade level, ROW PCT is the percent of total contacts at that grade level which that type of contact represents, COL PCT is the percent of that type of contact which was made at that grade level.

Figure G-6 is a summary of the number of problems for which contacts were made at each school. The greatest number of contacts were made at Allison (220 problems/contacts). More than 92 percent of the nurse's contacts were at schools which have a Migrant Program staff.

Figure G-7 is a summary of the number of problems for which contacts were made at each grade. The greatest number of contacts were made at the pre-K level (621 problems/contacts).

Figure G-8 is a summary of the number of major categories of problems for which contacts were made. The most frequently occurring problem area was Supplementary Classification (Health Supervision, Physical Evaluation, Immunization, X-Rays). There were 472 contacts within this problem area.

Figure G-9 is a summary of the number of specific categories of problems for which contacts were made. The most frequently occurring problem area was no problem. This was the category used when the only reason for the contact was a regular screening. The most frequently occurring problem was for a dental referral (there were 321 dental referrals).

Figure G-10 is a summary of the number of each type of resolution made to problems. The most frequent response was for the Migrant Nurse to call the student's parents or send a note home.

RESOLUTION OF PROBLEMS

Response	Number
Referral to Physician	314
Referral to Dentist	292
Counseling/Teaching by Migrant Nurse	498
Home Visits by Migrant Nurse	96
Phone Calls or Notes to Parents	898

Figure G-10. MIGRANT NURSE'S RESPONSES TO HEALTH PROBLEMS.

Figure G-11 is a summary of the amount of money spent by the Migrant Program for various medical expenses. Between July, 1978 and April, 1979, the Migrant Nurse authorized the payment of \$16,765.34 for medical expenses incurred by 222 students. This represents a per capita expenditure of \$75.52. Sixty-three percent of the total amount was spent on dental expenses.

FILE NONAME (CREATION DATE = 20 JUN 79)

SCH SCHOOL CODE

SCHOOL CODE	FREQ	ADJ PCT	CUM PCT	SCHOOL CODE	FREQ	ADJ PCT	CUM PCT	SCHOOL CODE	FREQ	ADJ PCT	CUM PCT
2.	69	4	4	107.	35	2	45	126.	78	4	88
3.	69	4	7	108.	171	9	54	127.	1	0	88
5.	1	0	7	109.	32	2	56	130.	8	0	88
7.	64	3	10	111.	2	0	56	133.	9	0	89
8.	1	0	10	112.	8	0	56	136.	113	6	94
10.	1	0	10	114.	154	8	64	139.	1	0	94
41.	99	5	16	116.	20	1	65	140.	56	3	97
43.	82	4	20	118.	4	0	65	145.	10	1	98
51.	94	5	24	122.	7	0	66	150.	20	1	99
54.	1	0	25	123.	105	5	71	156.	11	1	99
101.	220	11	36	124.	154	8	79	162.	13	1	100
104.	152	8	43	125.	96	5	84				

LIST OF AISD SCHOOLS IN ALPHABETIC ORDER - 1978-79

041 ALLAN	139 GRAHAM	048 PEARCE
101 ALLISON	117 GULLETT	129 PECAN SPRINGS
009 ANDERSON	118 HARRIS	151 PILLOW
102 ANDREWS	119 HIGHLAND PARK	130 PLEASANT HILL
002 AUSTIN	155 HILL	049 PORTER
153 BAKER	162 HOUSTON	131 READ
149 BARRINGTON	003 JOHNSTON	006 REAGAN
103 BARTON HILLS	120 JOSLIN	132 REILLY
104 BECKER	045 LANAR	133 RIDGETOP
054 BEDICHEK	004 LANIER	134 ROSEDALE
105 BLACKSHEAR	010 LBJ	135 ROSEWOOD
106 BLANTON	121 LEE	127 SANCHEZ
107 BRENTWOOD	160 LINDER	139 SIMS
108 BROOKE	122 MAPLEWOOD	136 ST. ELMO
109 BROWN	051 MARTIN	138 SUMMITT
110 BRYKER WOODS	123 MATHEWS	158 SUNSET VALLEY
046 BURNET	005 MCCALLUM	007 TRAVIS
111 CARR SELL	147 MENCHACA	140 TRAVIS HEIGHTS
112 CASIS	124 METZ	141 WALNUT CREEK
161 COOK	052 MURCHISON	167 WEBB
008 CROCKETT	150 NORMAN	166 WILLIAMS
113 CUNNINGHAM	148 OAK HILL	157 WINN
114 DAWSON	125 OAK SPRINGS	152 WOOLDRIDGE
055 DOBIE	156 ODOM	144 WOOTEN
154 DOSS	047 O. HENRY	145 ZAVALA
043 FULMORE	126 ORTEGA	146 ZILKER
116 GOVALLE	128 PEASE	

Figure G-6 FREQUENCY OF PROBLEMS/CONTACTS BY SCHOOL.

223

FILE NONAME (CREATION DATE = 20 JUN 79)

GRADE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
PRE-K.	621	31.7	31.7	31.7
K.	198	10.1	10.1	41.8
1.	133	6.8	6.8	48.5
2.	140	7.1	7.1	55.7
3.	117	6.0	6.0	61.7
4.	123	6.3	6.3	67.9
5.	96	4.9	4.9	72.8
6.	84	4.3	4.3	77.1
7.	119	6.1	6.1	83.2
8.	113	5.8	5.8	88.9
9.	80	4.1	4.1	93.0
10.	51	2.6	2.6	95.6
11.	43	2.2	2.2	97.8
12.	43	2.2	2.2	100.0
TOTAL	1961	100.0	100.0	

Figure G-7 FREQUENCY OF PROBLEMS/CONTACTS AT EACH GRADE.

224

FILE NONAME (CREATION DATE = 20 JUN 79)

PROBLM SPECIFIC PROBLEM

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
0	417	21	21	527.	1	0	42	1400.	1	0	58
104.	1	0	21	576.	1	0	42	1404.	3	0	58
105.	2	0	21	603.	2	0	42	1504.	1	0	58
108.	42	2	24	604.	1	0	42	1507.	1	0	59
118.	3	0	24	605.	10	1	43	1510.	2	0	59
120.	1	0	24	702.	7	0	43	1513.	1	0	59
303.	44	2	26	703.	66	3	46	1601.	285	15	73
304.	10	1	27	704.	7	0	47	1603.	186	9	83
502.	1	0	27	803.	22	1	48	1610.	1	0	83
503.	2	0	27	901.	2	0	48	1700.	1	0	83
504.	1	0	27	903.	15	1	49	1701.	1	0	83
507.	21	1	28	1001.	2	0	49	1702.	1	0	83
508.	23	1	29	1005.	3	0	49	1710.	321	16	99
509.	38	2	31	1006.	48	2	51	1801.	9	0	100
510.	6	0	31	1102.	54	3	54	1804.	1	0	100
511.	3	0	31	1201.	15	1	55	1900.	1	0	100
515.	1	0	31	1208.	6	0	55	1901.	1	0	100
519.	12	1	32	1300.	1	0	55	1905.	1	0	100
520.	32	2	34	1302.	12	1	56	5250.	1	0	100
525.	150	8	41	1305.	41	2	58				
526.	12	1	42	1307.	4	0	58				

G-12

Figure G-9 NUMBER OF CONTACTS MADE FOR EACH PROBLEM. (SEE ATTACHMENT G-2 FOR PROBLEM CODES).

FILE / NONAME (CREATION DATE = 20 JUN 79)

PROBAREA PROBLEM AREA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO PROBLEM	0	417	21.3	21.3	21.3
	1.	49	2.5	2.5	23.8
	3.	54	2.8	2.8	26.5
	5.	304	15.5	15.5	42.0
	6.	13	.7	.7	42.7
	7.	80	4.1	4.1	46.8
	8.	22	1.1	1.1	47.9
	9.	17	.9	.9	48.8
	10.	53	2.7	2.7	51.5
	11.	54	2.8	2.8	54.2
	12.	21	1.1	1.1	55.3
	13.	58	3.0	3.0	58.2
	14.	4	.2	.2	58.4
	15.	5	.3	.3	58.7
	16.	472	24.1	24.1	82.8
	17.	324	16.5	16.5	99.3
	18.	10	.5	.5	99.8
	19.	3	.2	.2	99.9
	52.	1	.1	.1	100.0
TOTAL		1961	100.0	100.0	

Figure G-8 NUMBER OF CONTACTS MADE FOR EACH TYPE OF MAJOR PROBLEM AREA. (SEE ATTACHMENT G-2 FOR PROBLEM CODES).

	Number Students Served	EXPENDITURES							
		M.D.	Dentist	Pharmacist	X ² Ray	Lab	Glasses	Total Spent	Per Capita
July	3	\$45.00	-0-	-0-	-0-	\$21.00	\$97.00	\$163.00	\$54.33
August	7	\$25.00	\$1,359.00	\$6.06	\$32.00	\$15.00	-0-	\$1,437.06	\$205.29
September	0	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
October	6	\$65.00	\$193.00	\$15.00	-0-	\$10.00	\$48.00	\$331.00	\$55.17
November	32	\$432.00	\$1,077.00	\$26.28	\$92.50	\$129.00	\$482.00	\$2,238.78	\$69.96
December	17	\$261.00	\$688.00	\$18.48	\$27.00	\$45.00	\$95.00	\$1,134.48	\$66.73
January	41	\$613.00	\$2,796.00	\$18.93	\$177.00	\$35.00	\$337.00	\$3,971.93	\$96.88
February	40	\$613.00	\$1,008.00	\$21.62	\$32.00	\$22.00	\$636.00	\$2,332.62	\$58.32
March	29	\$419.00	\$885.00	\$28.71	-0-	\$71.00	\$241.00	\$1,644.71	\$56.71
April	47	\$567.75	\$2,556.00	\$85.51	\$30.50	\$37.00	\$235.00	\$3,511.76	\$74.72
TOTAL	222	\$3,040.75	\$10,557.00	\$220.59	\$391.00	\$385.00	\$2,171.00	\$16,765.34	\$75.52

Figure G-11. HEALTH EXPENDITURES PER MONTH, TOTAL,
AND NUMBER OF STUDENTS SERVED.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 2, 1978

TO: Kathleen Bryan
FROM: Myron Friedman
SUBJECT: Health Services Form

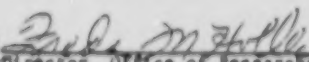
I am enclosing 300 copies of the Health Services Form to be used for recording contacts with migrant students. As we agreed during our meeting several weeks ago, the forms which were developed last year will be used again for this year's evaluation. The only addition to the instructions for completing the forms is to clearly indicate when more than one contact is being made with the same student. This problem arises only when multiple problems are being listed for the same child. In order to do this, enter the student's name each time a separate contact (visit) has been made. For example, on the enclosed form John Doe had only one contact (visit). This contact included an initial contact for problem 101 as well as a follow-up contact for problem 2001. Allan Frank has two separate contacts (visits).

If you have any questions regarding this procedure, please call me at 458-1228.

MF:kj

cc: Lee Laws
Oscar Cantu
Jose Mata

Approved: 
Senior Evaluator for Compensatory
Education Programs

Approved: 
Director, Office of Research and Evaluation

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 5, 1978

TO: Kathleen Bryan
FROM: Myron Friedman
SUBJECT: Migrant Student Health Services Form

In summary of our discussion this morning, the following changes should be made in the procedures for completing the Health Services Form.

Use the following codes to record the type of contact for each problem which you list:

1. Initial visit, no follow up required
2. Initial visit, follow up is required
3. Follow-up visit, no further follow up is required
4. Follow-up visit, additional follow up is required

Under the Resolution by Migrant Nurse column, use a "1" to indicate that a referral has been made to a physician or dentist. There is no longer a need to indicate with an "M" that Migrant funds will be used. The information on actual use of funds is available from the Medical Expense Form.

I am returning the forms for the month of August so that the changes can be made as you requested.

MF:kj

Approved: *Blum*
Senior Evaluator for Compensatory Education Programs

Approved: *Friedman*
Director, Office of Research and Evaluation

(Continued, page 3 of 6)

INSTRUCTIONS: HEALTH SERVICES FORM AND MEDICAL EXPENSES FORM

The Health Services Form and the Medical Expenses Form should be completed monthly and sent to David Doss.

Health Services Form

For the purposes of completing the Health Services Form, two definitions need to be established. A "contact" can be defined as a series of events which follow the following stages:

- a. an initial information gathering phase where the nurse examines the student or discusses the problem by phone,
- b. the definition of the problem, and
- c. some action by the nurse to resolve the problem.

A series of contacts for the same problem would constitute an "episode." Each contact in an episode should be recorded on a separate line of the form. All contacts will require that information be recorded about the first two stages although not all contacts will have a recorded resolution. For example, if a student were seen by the nurse for a follow-up blood pressure check and no action were taken other than to reschedule a third exam, none of the "resolution" categories on the form would be marked.

Completing the Form

Name: Enter the student's name, last name first. The name should be as it appears on the roster of migrant students rather than a nickname.

Grade: The student's grade in school.

Initial, etc.: In this column, indicate whether the contact is the initial contact or a subsequent contact in an episode. Indicate an initial contact by placing a "1" in the space. The second and following contacts should each be indicated by a "2."

Non-Migrant Health Care: The columns under this heading should be indicated when the migrant nurse receives information about examinations done by persons other than herself. In most cases where the examination is by non-migrant personnel, nothing will be written to the right of the columns under this heading. If the information is available, however, the "Problem(s)" column may be filled in. For example, if it were known that the vision screening indicated myopia for a student, then the problem section could be completed. Any contact with the migrant nurse resulting from an examination by non-migrant personnel would be entered as the initial contact of a new episode.

Contact by Migrant Nurse: The form has three classes of initial information

gathering contact by the migrant nurse.

- a. Scheduled Screening. This is a screening or exam given at a scheduled time at the student's school. This would not include, for example, a scheduled follow-up exam which was separate from the scheduled exams given to other members of a student's school.
- b. Non-Scheduled Exam. This would include any exam given by the nurse at the student's school or in her office which would not be classified as a scheduled screening.
- c. Handled by Phone. This category is designed to cover instances where the nurse diagnoses the problem and takes some action by phone without seeing the student. The action taken should be listed in the "Resolution" section.

Problem(s); In the space under this heading, write in the problem found. Then follow the verbal description of the problem with the 4-digit MSRTS Code. If no problem was found, enter 0000.

Resolution by Migrant Nurse: One or more of the columns under this heading will usually be completed following each examination by the migrant nurse. There may be some cases where none of the actions listed were taken. If multiple actions are taken for a given column (for example two home visits), indicate the number of occurrences. Otherwise, place a "1" in the proper spaces to indicate actions taken. It is also important to know what percentage of the referrals to physicians or dentists are expected to be paid from migrant funds. Therefore, write an "M" following the numbers where migrant funds are to be expended and an "O" where other funds will be used (e.g. Brackenridge Clinic, personal funds, insurance, etc.). If some unlisted action is taken, write "other" and a description in the "Outcome" column.

When situations arise which are not readily recorded on the form, please call David Doss so that some agreed upon solution can be arrived at. The space below is reserved for notes on the solutions.

NOTES:

1. For column labeled "Handled By Phone," use the following codes:
1 = Handled By Phone
2 = Immunization Record Check
3 = Other
2. Under "Problem(s)," 9999 means unknown or no appropriate code.
3. Under "Grade," 99 means special education student.
4. Under "Problems(s)," 1305 means ill-defined condition--problem exists but no diagnosis available.
5. Under the referral headings, W means "on waiting list."

Medical Expense Form

Two versions of the medical expense form have been developed. The yellow copy with the actual heading "Medical Expenses Form" is to be completed monthly based on the bills received during that month. The white form without a heading is a work copy for you to use with the Health Services Form.

The Medical Expenses Form is completed simply by filling in the name and grade of the students for whom migrant monies were expenced during the month and the amounts of those charges. These amounts should be taken from the bills received from the doctors, pharmacists, etc. during the month. If a student visits the doctor one month and the bill is received the following month, then the referral should be listed on the Health Services Form for the first month, and the expenditures should be recorded on the Medical Expenses Form for the second month.

NOTES:

1. Under "Lab or Glasses," the amount should be followed by an L or G to indicate lab or glasses.

HEALTH PROBLEM CODE TABLE

<u>CODE</u>	<u>HEALTH PROBLEM</u>	<u>EH LINKAGES</u>
0100	INFECTIVE AND PARASITIC DISEASES	
0101	DIPHTHERIA	
0102	COCCIDIOIDOMYCOSIS	
0103	DIARRHEA	206
0104	SALMONELLA OR SHIGELLA	206
0105	HEPATITIS	206
0106	MEASLES	
0107	MUMPS	
0108	PEDICULOSIS	206
0109	PERTUSSIS	
0110	RUBELLA (GERMAN MEASLES)	
0111	VENEREAL DISEASE	206
0112	TRACHOMA	201 206
0113	TUBERCULOSIS, PULMONARY-ACTIVE	101 205 206
0114	TUBERCULOSIS, PULMONARY-INACTIVE	206
0115	TUBERCULOSIS, REACTOR / CONVERTER	206
0116	TUBERCULOSIS, EXTRA- PULMONARY	206
0117	TUBERCULOSIS, OTHER	206
0118	STREPTOCOCCAL INFECTIONS	206
0119	OTHR INFECTIVE, PARASIT.	206
0200	NEOPLASMS	
0201	MALIGNANT	206
0202	BENIGN	206
0300	ENDOCRINE, NUTRITIONAL AND METABOLIC DISEASES	
0301	DIABETES MELLITUS	101 205 206
0302	MALNUTRITION/DEHYDRATION	101 205 206
0303	OBESITY	205
0304	OTHER ENDOCRINE NUTRIT/METABOLIC PROBLEMS	205 206
0400	DISEASES OF THE BLOOD FORMING ORGANS	
0401	SICKLE CELL ANEMIA	101 203 206
0402	HEMOPHILIA	101 203 206
0403	LEUKEMIA	101 203 206
0404	ANEMIA	101 203 206
0405	GLYCEMA	101 203 206
0500	DISEASES OF THE NERVOUS SYSTEM	
0501	PARAPLEGIC/QUADRAPLEGIC	101 203 204 206
0502	BLIND/PARTIALLY BLIND	201 203
0503	CATARACT (EXCEPT CONGENITAL)	201 203
0504	DEAF/PARTIALLY DEAF	202
0505	GLAUCOMA	201
0506	MTR NEURON DISORDER(INCLUDING POST-POLIO)MTR IMPRMENT	101 203
0507	OTITIS MEDIA	202
0508	OTHER EAR PROBLEMS	202
0509	OTHER EYE PROBLEMS	201
0510	SPEECH DISTURBANCES	204
0511	OTHER DISEASES OF NERV. SYSTEM/SENSE ORGANS	206
0512	ORGANIC VISUAL PROBLEM	
0513	BINOCULAR VISUAL	
0514	REFRACTIVE	
0515	HYPEROPIA	201

0516	MYOPIA	201
0517	ASTIGMATISM	201
0518	NEEDS HEARING AID	202
0519	NEEDS GLASSES	201
0520	WEARS GLASSES	201 206
0521	WEARS HEARING AID	202
0522	REFERRAL	206
0523	AMBLYOPIA	
0524	ANISOMETROPIA	
0525	FAILED VISION SCREENING TEST	201
0526	FAILED HEARING SCREENING TEST	202
0600	DISEASES OF THE CIRCULATORY SYSTEM	
0601	CARDIOVASCULAR DISEASES	101
0602	CEREBRAL VASC. ACCIDENT	206
0603	HYPERTENSION	206
0604	RHEUMATIC FEVER/RHEUMATIC HEART DISEASE	101 206
0605	OTHER PROBS OF CIRCULATORY SYSTEM/OTHER HEART	206
0700	DISEASES OF THE RESPIRATORY SYSTEM	
0701	ASTHMA	101 206
0702	INFLUENZA AND PNEUMONIA	206
0703	UPPER RESP. INFECTION, COLD, SORE THROAT, ETC.	206
0704	OTHER RESPIR. DISEASES	206
0800	DISEASES OF THE DIGESTIVE SYSTEM	
0801	DISEASES OF THE LIVER	206
0802	GASTROENTERITIS/COLITIS	
0803	OTHER PROB OF DIGESTIVE SYSTEM	206
0900	DISEASES OF THE GENITO-URINARY SYSTEM	
0901	DISEASES OF THE KIDNEY/BLADDER	206
0902	DISEASES OF GENITAL ORG	206
0903	OTHER GENITO-URINARY	206
1000	DISEASES OF THE SKIN-SUBCUTANEOUS TISSUE	
1001	IMPETIGO	206
1002	SCABIES	206
1003	RINGWORM	206
1004	DERMATITIS	206
1005	ECZEMA	206
1006	OTHER PROBLEMS OF SKIN/SUBCUTANEOUS TISSUE	206
1100	DISEASES OF MUSCULO-SKELETAL SYSTEM	
1101	ARTHRITIS/RHEUMATISM	101 203
1102	OTHER DISEASES OF THE MUSCULO-SKELETAL SYSTEM	101 203
1200	CONGENITAL ANOMALIES	
1201	CARDIO-VASCULAR (HEART DEFECT)	101 206
1202	CONGENITAL HIP (POSSIBL MOTOR IMPAIRMENT)	203
1203	CLEFT LIP/PALATE (POSS. SPEECH IMPAIRMENT)	204
1204	OTH CONGENIT. ANOMALIES	206
1205	HERNIA	101 206
1206	UMBILICAL HERNIA	101 206
1207	NYSTAGMUS	201
1208	STRABISMUS	201
1300	SYMPTOMS, ILLNESSES--DEFINED CONDITIONS	
1301	CONVULSIVE DISORDERS	206
1302	HEADACHE	206
1303	INFESTATIONS, MITES	206
1304	INFESTATIONS, TICKS	206
1305	OTHER ILL-DEFINED COND.	206

1306	EPILEPSY	101 206
1307	ENLARGED TONSILS	206
1400	ACCIDENTS, TRAUMA AND INJURIES	
1401	FRACTS. OF SKULL, SPINE, AND TRUNK	206
1402	FRACTS. OF EXTREMITIES	206
1403	DISLOC, SPRAIN, STRAIN	206
1404	LACERATION, OPEN WOUND	206
1405	BURNS	206
1406	POISONING-TOXIC EFFECT	206
1500	ALLERGIC CONDITIONS TO EXTRANEEOUS AGENTS	
1501	DETERGENTS	206
1502	OILS AND GREASE	206
1503	SOLVENTS	206
1504	DRUGS	206
1505	CHEMICALS	206
1506	FOODS	205 206
1507	PLANTS	206
1508	ANIMALS	206
1509	ULTRA-VIOLET RADIATION (EXCEPT SUNBURN)	206
1510	UNSPECIFIED CAUSE	206
1511	ASA ASPIRIN	206
1512	PENICILLIN	206
1513	INSECTS	206
1514	WASP OR BEE STINGS	206
1600	SUPPLEMENTARY CLASSIFICATION	
1601	HEALTH SUPERVISION	206
1602	PHYSICAL EVALUATION	206
1603	IMMUNIZATIONS	206
1604	AMPUTATION	101 203 206
1605	X-RAY	206
1606	IMMUNIZATION RECORD UP-TO-DATE	
1607	IMMUNIZATION RECORD NOT UP-TO-DATE	
1700	DENTAL HEALTH	205 206
1701	EXTRACTION	
1702	FILLINGS	
1703	PARTIAL	
1704	DENTURES	
1705	BRACES	
1706	PROPHYLAXIS	
1707	PERMANENT BRIDGE	
1708	ROOT CANAL	
1709	CAPPING	
1710	REFERRAL	
1800	COMMUNICATIVE DISORDERS	204
1801	DISORD ARTICULATION	204
1802	DISORDERS OF VOICE	204
1803	DISORD LANG. SYMBOLIZATION	204
1804	DISORD RHYTHM (STUTTER)	204
1900	SURGERY	
1901	TONSILLECTOMY	206
1902	ADENOIDECTOMY	206
1903	T AND A	206
1904	MYRINGOTOMY	206
1905	MYRINGOTOMY BILATERAL	206
1906	APPENDECTOMY	206
1907	TYMPANOPLASTY	206

1908	CYSTOSCOPY
2000	HEALTH PROBLEM SAMPLE
2001	HEALTH PROBLEM SAMPLE
9999	UNLISTED OR UNDETERMINED

206

FILE ID A/L/D

CARD FILE LAYOUT

LOCATION:

Page 01PROGRAM: Title I MigrantAISDYEAR: 1978-79X UT PF 7156, 3069, ALDELTH
acct.pass. filename

CONTENTS:

HEALTH SERVICES

	1 - 3	ALD
	4 - 6	School Code
	8 - 11	Date of Monthly Report
	12 - 32	Name (Last First)
	33 - 34	Grade PK=-1, K=0
	36 -	Initial, Followup 1=Initial, No followup 2=Initial, Yes followup
	-	3=Followup, No more 4=Follow, Yes more
	38 -	School nurse
	40 -	Vision screen
	42 -	Hearing screen
	44 -	SPE exam
	46 -	Scheduled screening
	48 -	Non sch exam
	50 -	Phone
	52 - 55	Problems
	57 -	Referred M. D.
	59 -	Dentist
	61 -	SPE Exam

63

Home visit

65

Counseling

78.51

Attachment G-3

241

G-25

246

RUN NAME FIRST SPSS RUN USING ALDHLTH
 VARIABLE LIST SCH,DATE,GRADE,INIT,SCNRS,VISCRN,HRSCRN,SPEXAM,SKEDSC,NSKED,PHONE,PBAREA,PROBL,REFMD,REFDEN,REFSPE,HOMVIS,CNSL,PARS
 INPUT MEDIUM DISK
 INPUT FORMAT (3X,F3,1X,F4,21X,F2,8(1X,F1),1X,F2,152,F4,6(1X,F1))
 N OF CASES UNKNOWN
 VAR LABELS SCH SCHOOL CODE/
 DATE DATE OF MONTHLY REPORT/
 INIT INITIAL VISIT OR FOLLOW-UP/
 SCNRS SCHOOL NURSE/
 VISCRN VISION SCREENING/
 HRSCRN HEARING SCREENING/
 SPEXAM SPE EXAM/
 SKEDSC SCHEDULED SCREENING BY NIG NURSE/
 NSKED NON-SCHEDULED EXAM BY NIG NURSE/
 PHONE PHONE CALL BY NIG NURSE/
 PBAREA PROBLEM AREA/
 PROBL SPECIFIC PROBLEM/
 REFMD REFERRAL TO MD/
 REFDEN REFERRAL TO DENTIST/
 REFSPE REFERRAL FOR SPE EXAM/
 HOMVIS HOME VISIT/
 CNSL COUNSELING OR TEACHING/
 PARS PHONE CALL OR NOTE TO PARENTS/
 VALUE LABELS GRADE(1)PRE-KIND PROGRAM(0)KINDERGARTEN(99)SPECIAL ED/
 INIT(1)INITIAL,NO FOLLOW-UP(2)INITIATE FOLLOW-UP(3)FOLLOW-UP NO
 MORE(4)FOLLOW-UP AND AGAIN/PHONE(1)NONE(2)IMMUNIZATION(3)OTHER/
 PBAREA PROBL(0)NO PROBLEM/
 LEVEL=0
 (GRADE EQ 0)LEVEL=1
 (GRADE GE 0 AND LE 5)LEVEL=2
 (GRADE GE 6)LEVEL=3
 LEVEL(1)PRE-KINDERGARTEN(2)PRIMARY GRADES(3)SECONDARY GRADES/
 PHONE(1)THRU H(0)1)
 GENERAL=ALL
 6 9
 STATISTICS ALL
 READ INPUT DATA
 SAVE FILE SYSALD
 FINISH

C-26

RUN NAME REMAINDER OF ALDHLTH ANALYSES
 GET FILE SYSALD
 RECODE DATE(77A=1)(87A=2)(97A=3)(107A=4)(117A=5)(127A=6)
 (17A=7)(27A=8)(37A=9)(47A=10)/PARS(1)THRU H(1)
 VALUE LABELS DATE(1)JULY 7A(2)AUGUST 7A(3)SEPTEMBER 7A(4)OCTOBER 7B
 (5)NOVEMBER 7A(6)DECEMBER 7A(7)JANUARY 79(8)FEBRUARY 79
 (9)MARCH 79(10)APRIL 79
 CROSSTABS VARIABLES=INIT(1,4)LEVEL(1,3)DATE(1,10)/TABLES=
 LEVEL BY INIT/INIT BY DATE
 STATISTICS ALL
 MULT RESPONSE GROUPS=NONMIG NON-MIGRANT HEALTH CARE
 (SCNRS TO SPEXAM(1))NIGNS CONTACT BY MIGRANT NURSE
 (SKEDSC TO PHONE(1))RESOL RESOLUTION BY MIGRANT NURSE
 (REFMD TO PARS(1))/FREQUENCIES=NONMIG TO RESOL/
 OPTIONS 5
 STATISTICS ALL
 FINISH

Title I Migrant
Appendix H
PERSONNEL EVALUATION FILE

Instrument Description: 1978-79 Teacher Evaluation Form (Personnel Evaluation File)

Brief description of the instrument: The three-page evaluation form (with two NCR copies) has three categories of competencies upon which teachers are evaluated (Personal and Professional Qualities, Teaching Effectiveness and Interpersonal Skills). In all, there are 63 competencies. The evaluator can rate each of the competencies - insufficient information, outstanding, strong, good/expected, minimally acceptable, unacceptable or not applicable. There is a "disagree" column for the teacher to mark if he/she disagrees with any rating. The last page of the form includes space for the evaluatee to write out disagreement, space for the evaluator's comments, and space for the evaluator's recommendation of what the evaluatee needs to do to improve. Finally the evaluator can check a recommendation re: the evaluatee's future contractual status.

To whom was the instrument administered?

All district teachers up for evaluation in 1978-79.

How many times was the instrument administered?

Once.

When was the instrument administered?

During the 1978-79 school year - before March 15, 1979.

Where was the instrument administered?

In the school building or work location of the teacher.

Who administered the instrument?

The principal/supervisor or his/her designate.

What training did the administrators have? Beginning in March of 1978 and continuing throughout the 1977-78 and 1978-79 school year, training for evaluators has been conducted by the Department of Staff Personnel and the Education Service Center Region XIII. This training has included orientation to the evaluation system, observation, data gathering, evaluation case study (using the evaluation form), conferencing, etc.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

District staff.

What reliability and validity data are available on the instrument?

None are available.

Are there norm data available for interpreting the results?

No.

PERSONNEL EVALUATION FILE

Purpose

The Personnel Evaluation File was used to collect information relevant to the following decision and evaluation questions published in the evaluation designs for Title I, Title I Migrant, State Compensatory Education (SCE), and Title VII Bilingual.

Decision Question (Title I, D4; Migrant, D1; SCE, D4; Title VII, D3):
Should the current contract procedures used with externally funded personnel be modified?

Evaluation Question (Title I, D4-2; Migrant, D1-2, SCE, D4-2; Title VII, D3-2): Are the personnel ratings received by externally funded teachers in Title I, Title I Migrant, SCE, and Title VII schools different from those received by locally funded personnel in comparable positions?

Procedure

A complete description of the procedures for data collection and analyses of the Personnel Evaluation File are found in the Systemwide Testing - Technical Report, Publication No. 78.45 (Appendix L, 1978-79 Teacher Evaluation Form).

In order to answer the evaluation question stated in this appendix, the Personnel Evaluation File was analyzed by contract type and program status. Comparisons were made among the following five groups of teachers: Title I, Title I Migrant, SCE (State Compensatory Education), teachers on probation, and term (three-year contract) teachers.

Results

Evaluation Question: Are the personnel evaluation ratings received by externally funded teachers in Title I, Title I Migrant, SCE, and Title VII schools different from those received by locally funded personnel in comparable positions?

Overall, the personnel evaluation ratings received by Title I, Title I Migrant, and SCE teachers are very similar to those received by locally funded personnel. The externally funded personnel are consistently rated higher than locally funded teachers on a probationary contract. In some areas, the externally funded personnel are rated higher than locally funded teachers on a three-year contract.

Figure H-1 is a summary of the mean ratings received by Title I, Title I Migrant, SCE, Probationary, and Three-Year Contract teachers on each of the six areas included in the personnel evaluation. Only one Title VII teacher was funded; therefore, no data are reported for him alone.

At the elementary level, the ratings received by Title I and Title I Migrant teachers are very similar to those received by teachers on a three-year contract. The Title I teachers received slightly higher ratings than the three-year contract teachers in the areas of Procedural and Record-Keeping Skills, Instructional Skills, and Interpersonal Skills. The Title I Migrant teachers were rated slightly higher than the three-year contract teachers in the areas of Procedural and Record-Keeping Skills and Expertise in Basic Skills and Subject Areas.

At the 6th - 12th grade level, the ratings received by Title I Migrant and SCE teachers are very similar to those received by teachers on a three-year contract. The Migrant teachers were rated slightly higher than the three-year contract teachers in the areas of Personal Qualities and Interpersonal Skills. The SCE teachers were rated higher than the three-year contract teachers in five of the six areas. SCE teachers were rated higher in the areas of Procedural and Record-Keeping Skills, Instructional Skills, Classroom Management Skills, Expertise in Basic Skills and Subject Areas, and Interpersonal Skills.

TEACHER GROUP		PERSONAL QUALITIES	PROCEDURAL & RECORD-KEEPING SKILLS	INSTRUCTIONAL SKILLS	CLASSROOM MANAGEMENT SKILLS	EXPERTISE IN BASIC SKILLS & SUBJECT AREAS	INSTRUCTIONAL SKILLS
<u>PRE-K - 5TH GRADE</u>							
	TITLE I (N=75)	3.94	3.88	3.94	3.97	3.98	4.11
	TITLE I MIGRANT (N=10)	3.82	3.92	3.88	3.96	4.01	4.03
	PROBATIONARY (N=420)	3.88	3.61	3.69	3.79	3.74	3.95
	THREE-YEAR CONTRACT (N=190)	3.97	3.86	3.90	4.03	4.00	4.09
	OVERALL (N=719)	<u>3.88</u>	<u>3.68</u>	<u>3.74</u>	<u>3.84</u>	<u>3.80</u>	<u>3.97</u>
<u>6TH - 12TH GRADE</u>							
H-5	TITLE I MIGRANT (N=7)	3.71	3.41	3.44	3.53	3.61	3.76
	SCE (N=6)	3.60	3.67	3.71	3.67	3.79	3.65
	PROBATIONARY (N=435)	3.51	3.28	3.40	3.41	3.49	3.48
	THREE-YEAR CONTRACT (N=250)	3.64	<u>3.49</u>	<u>3.49</u>	<u>3.57</u>	<u>3.68</u>	<u>3.64</u>
	OVERALL (N=739)	<u>3.55</u>	3.36	3.41	3.46	3.56	3.54

Figure H-1. MEAN RATINGS OF PERSONNEL EVALUATIONS FOR TITLE I, TITLE I MIGRANT, SCE, PROBATIONARY, AND THREE-YEAR CONTRACT TEACHERS.

Title I Migrant

Appendix I

MIGRANT STUDENT MASTER FILE

Instrument Description: Migrant Student Master File

Brief description of the instrument:

The Migrant Student Master File was created using the information from Eligibility/Identification forms which was transferred to Basic Student Data forms for keypunching. This information includes the student's AISD and Migrant Student Transfer System numbers, name, address, sex, school, grade level, migrant status, and the date of registration.

To whom was the instrument administered?

All students registered in the Migrant Program.

How many times was the instrument administered?

Each time a new student was registered in the Migrant Program.

When was the instrument administered?

Information for the Master File was obtained at the time students were registered in the Migrant Program.

Where was the instrument administered?

Information was collected at the homes of the migrant families.

Who administered the instrument?

Parental Involvement Personnel.

What training did the administrators have?

In-service training in registering migrant students.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No. Information is self-report; accuracy is not verified.

Who developed the instrument?

The Eligibility form was developed by the Texas Education Agency. The Basic Student Data form was developed by the Program Evaluator.

What reliability and validity data are available on the instrument?

None

Are there norm data available for interpreting the results?

No.

MIGRANT STUDENT MASTER FILE

Purpose

The Migrant Student Master File was designed to provide information relevant to the following decision and evaluation questions.

Decision Question D5: Should the Health Services component be continued as it is, modified, expanded, or deleted?

Evaluation Question D5-1: Were the component's objectives met?

- a. During the 1978-79 school year, the Migrant nurse will provide health services to 75% of the students on a campus with migrant instructional staff (K-12).
- b. The Migrant nurse will provide health services to 90% of the pre-K students in the Migrant Program.

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

- b. Was the recruitment procedure handled efficiently?
 - 1. By what date were 90% of the students identified?

Results relevant to Decision Question D5 will not be discussed here. This question is discussed in Appendix G: Migrant Health Services.

Procedure

Eligibility/Identification forms (Attachment I-1) were completed by the Parental Involvement personnel during home visits made to migrant families for the purpose of recruiting students for the Migrant Program. This form is designed to gather information which determines eligibility for entrance into the Migrant Program, and basic information about each student registered. Completed Eligibility forms were transferred to the Migrant Student Record Transfer System (MSRTS) clerks who then forwarded copies to the Program Evaluator. This process continued throughout the year.

For evaluation purposes, the Migrant Student Master File form (Attachment I-2) was designed to transfer information about migrant students from the Eligibility forms. The information on the Migrant Student Master File form includes the school code, MSRTS I.D. number, student name, sex, street address, zip code, migrant status, grade, registration date, and AISD I.D. number.

In October, 1978, the Migrant Student Master File was created. The file was updated continuously throughout the year. Attachment I-3 is a copy of the card file layout used for keypunching the data. The data were analyzed from card image to tape format by using the following FORTRAN program at U. T.: PF, 6634, 1298, ONELINE.

The following FORTRAN programs were designed to sort the Migrant Student Master File by student name and then inspect it for redundant names: PF, 6634, 1298, ALFASRT, INSPCT. The Migrant Student Master File is available at U. T. on PF, 7156, 3069, MIG79ST.

In January, 1979, the Migrant Student Master File was merged with similar files from Title I, Title VII, State Compensatory Education, ESAA, Special Education, and other supplementary education programs. The resulting file was used to determine the degree of overlap among the programs in terms of the students they serve. The full results of those analyses can be found in Overlap Study: Number of Students Served by Single and Multiple Compensatory Programs 1978-79, Publication Number: 78.59.

The Migrant Student Master File was analyzed using the SPSS program CROSSTABS. The program is available at U. T. on PF, 7156, 3069, MIGNEED. Attachment I-4 is a listing of the SPSS program.

Results

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

In creating the Migrant Student Master File, many errors found on the Eligibility forms had to be resolved. The majority of errors were in school and grade assignment. There was also a discrepancy in the total number of migrant students registered as recorded by the Migrant Student Record Transfer System (MSRTS) clerks, the Educational Service Center (ESC), and the Migrant Student Master File created by the evaluation staff. As of December 31, 1978, there were 1,168 registered migrant students according to the ESC count, 1,045 according to the MSRTS count, and 1,149 according to the Migrant Student Master File.

The following is a list of possible causes for the errors and discrepancies.

- 1. Duplicate eligibility forms may have been transmitted to the evaluation staff and the ESC.*
- 2. Grade and school assignment were not verified by the Parental Involvement personnel.*

3. *Withdrawals occurring during the school year were not transmitted to the evaluation staff.*

During 1978, 371 One-Year Migrants and 779 Five-Year Migrants were registered. As of September 1, 1978, 53% of the One-Year Migrants and 65% of the Five-Year Migrants had been registered. By the end of November, 1978, more than 97% of both groups of migrant students had been identified.

Figure I-1 is a comparison of the number of students registered monthly as recorded on the Eligibility forms and the number transmitted monthly to the Educational Service Center terminal.

	DATA FROM EDUCATIONAL SERVICE CENTER	DATA FROM MIGRANT STUDENT MASTER FILE
	Enrollments	Registrations
January, 1978	55	16
February, 1978	84	39
March, 1978	13	90
April, 1978	25	55
May, 1978	55	65
June, 1978	18	28
July, 1978	-	42
August, 1978	-	371
September, 1978	658	141
October, 1978	68	125
November, 1978	155	158
December, 1978	<u>37</u>	<u>19</u>
Total 1978	1,168	1,149
January, 1979	81	18
February, 1979	58	18
March, 1979	-	-
April, 1979	2	-
May, 1979	<u>46</u>	<u>-</u>
Total Jan.-May, 1979	187	36

Figure I-1. NUMBER OF MIGRANT STUDENTS REGISTERED BY MONTH ACCORDING TO THE EDUCATIONAL SERVICE CENTER AND THE MIGRANT STUDENT MASTER FILE.

The month by month discrepancies can be accounted for by delays in transmitting Eligibility forms to the ESC terminal. The Eligibility forms are completed by the Community Representatives and then reviewed by the Parental Involvement Specialist. The forms are then processed by the MSRTS clerks for transmission to the ESC terminal and the Program Evaluator. The ESC terminal counts the total number of Eligibility forms which are transmitted to them each month. These numbers are represented on Figure I-1 under the column Enrollments. The numbers on Figure I-1 under the column Registrations is the actual number registered by the Community Representative during that month as indicated on the Eligibility forms.

During 1978, according to the ESC count, 1,168 migrant students were registered. According to the Migrant Student Master File, 1,149 were registered. As mentioned earlier, this discrepancy might be due to the transmittal of duplicate Eligibility forms which were deleted from the Migrant Student Master File, but not from the ESC count.

Figures I-2 to I-4 are a summary of the number of migrant students registered each month at each school. Figure I-5 is a breakdown of the number of One-Year and Five-Year migrant students registered each month. Overall, 371 One-Year and 779 Five-Year migrant students were registered January, 1978 through December, 1978. As of September 1, 1978, 53% of the One-Year Migrants and 65% of the Five-Year Migrants had been registered. By the end of November, 1978, more than 97% of both the One-Year and Five-Year Migrants had been registered.

Figures I-6 to I-8 are a breakdown of the number of migrant students registered at each school and grade through February, 1979.

CROSSTABS OF HIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSS TABULATION OF *****
 SCHOOL BY MFGDATE

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	REGDATE														ROW TOTAL
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	
		178.1	278.1	378.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1	
		178.1	278.1	378.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1	
ALLISON	101.	1	3	1	2	2	4	1	16	13	6	19	0	2	0	78
		1.4	4.3	1.4	2.9	2.9	5.7	1.4	22.9	18.6	8.6	27.1	0	2.9	0	10.6
		14.3	14.3	2.6	7.7	5.6	25.0	3.0	6.3	18.3	11.5	26.4	0	18.2	0	
		.2	.5	.2	.7	.3	.6	.2	2.6	2.0	.9	2.9	0	.3	0	
ANDREWS	102.	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.2
		0	0	0	0	0	0	0	.4	0	0	0	0	0	0	
		0	0	0	0	0	0	0	.2	0	0	0	0	0	0	
BECKER	104.	0	1	3	4	2	1	1	22	1	7	3	0	1	1	49
		0	2.0	6.1	8.2	4.1	2.0	2.0	44.9	2.0	14.3	6.1	0	2.0	6.1	7.6
		0	4.0	7.7	15.4	5.6	6.3	3.0	8.7	1.4	13.5	4.2	0	9.1	21.6	
		0	.2	.5	.6	.3	.2	.2	3.3	.2	1.1	.5	0	.2	.5	
BRENTWOOD	107.	1	0	0	1	1	0	0	4	0	1	1	0	0	0	99
		11.1	0	0	11.1	11.1	0	0	44.4	0	11.1	11.1	0	0	0	1.9
		14.3	0	0	3.0	2.0	0	0	1.6	0	1.9	1.4	0	0	0	
		.2	0	0	.2	.2	0	0	.6	0	.2	.2	0	0	0	
BROOKE	108.	0	2	2	4	6	2	8	15	8	9	0	1	0	0	77
		0	2.0	2.6	5.2	7.8	2.6	10.4	45.5	10.4	11.7	0	1.9	0	0	11.7
		0	9.5	5.1	15.4	16.7	12.5	24.2	11.8	11.3	17.3	0	14.3	0	0	
		0	.7	.3	.6	.9	.3	1.2	5.3	1.2	1.4	0	.2	0	0	
BROWN	109.	0	0	0	0	1	0	0	16	0	1	0	0	0	0	16
		0	0	0	0	5.6	0	0	88.9	0	5.6	0	0	0	0	2.7
		0	0	0	0	2.0	0	0	6.3	0	1.9	0	0	0	0	
		0	0	0	0	.2	0	0	2.4	0	.2	0	0	0	0	
CAMPBELL	111.	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
		0	0	0	0	0	0	0	0	0	0	100.0	0	0	0	.3
		0	0	0	0	0	0	0	0	0	0	2.8	0	0	0	
		0	0	0	0	0	0	0	0	0	0	.3	0	0	0	
CASIS	112.	0	0	2	0	0	0	3	2	0	0	2	0	0	0	256
		0	0	22.2	0	0	0	11.3	22.2	0	0	22.2	0	0	0	1.4
		0	0	5.1	0	0	0	9.1	.8	0	0	2.6	0	0	0	
		0	0	.3	0	0	0	.5	.3	0	0	.1	0	0	0	
COLUMN TOTAL		7	21	39	28	36	16	33	253	71	52	72	7	11	14	658
(CONTINUED)		1.1	3.2	5.9	4.0	5.5	2.4	5.0	38.4	10.8	7.9	10.9	1.1	1.7	2.1	100.0

Figure 1-2. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979.

Grades pre-K to 5. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that month who are attending that school.

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY REGDATE

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	REGDATE														ROW TOTAL
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	
		17A.1	27A.1	37A.1	47A.1	57A.1	67A.1	77A.1	87A.1	97A.1	107A.1	117A.1	127A.1	137A.1	147A.1	
		17A.1	27A.1	37A.1	47A.1	57A.1	67A.1	77A.1	87A.1	97A.1	107A.1	117A.1	127A.1	137A.1	147A.1	
CUNNINGHAM	113.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
		0	0	0	0	0	0	0	0	0	0	100.0	0	0	0	.2
		0	0	0	0	0	0	0	0	0	0	1.4	0	0	0	
		0	0	0	0	0	0	0	0	0	0	.2	0	0	0	
DAWSON	114.	0	1	5	0	8	1	3	21	6	4	9	0	1	0	59
		0	1.7	8.5	0	13.6	1.7	5.1	35.6	10.2	6.8	15.3	0	1.7	0	9.0
		0	4.8	12.8	0	22.2	6.3	9.1	8.3	8.5	7.7	12.5	0	9.1	0	
		0	.2	.8	0	1.2	.2	.5	3.2	.9	.6	1.4	0	.2	0	
GOVALIF	116.	2	0	4	0	2	4	1	26	12	2	2	0	1	8	64
		3.1	0	6.3	0	3.1	6.3	1.6	40.6	18.8	3.1	3.1	0	1.6	12.5	9.7
		28.6	0	18.3	0	5.6	25.0	3.0	10.3	16.9	3.8	2.8	0	9.1	57.1	
		.3	0	.6	0	.3	.6	.2	4.0	1.8	.3	.3	0	.2	1.2	
HARRIS	118.	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.3
		0	0	0	0	0	0	0	.8	0	0	0	0	0	0	
		0	0	0	0	0	0	0	.3	0	0	0	0	0	0	
HIGHLAND PARK	119.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
		0	0	0	0	0	0	0	0	0	0	100.0	0	0	0	.2
		0	0	0	0	0	0	0	0	0	0	1.4	0	0	0	
		0	0	0	0	0	0	0	0	0	0	.2	0	0	0	
MAPLEWOOD	122.	0	0	0	0	0	0	0	0	0	0	1	2	0	0	3
		0	0	0	0	0	0	0	0	0	0	33.3	66.7	0	0	.5
		0	0	0	0	0	0	0	0	0	0	1.4	28.6	0	0	
		0	0	0	0	0	0	0	0	0	0	.2	.3	0	0	
MATHEWS	123.	0	0	7	6	1	0	2	6	3	1	0	2	0	0	28
		0	0	25.0	21.4	3.6	0	7.1	21.4	10.7	3.6	0	7.1	0	0	4.3
		0	0	17.9	23.1	2.8	0	6.1	2.4	4.2	1.9	0	28.6	0	0	
		0	0	1.1	.9	.2	0	.3	.9	.5	.2	0	.3	0	0	
MEYER	124.	1	2	0	2	1	0	5	28	6	1	7	0	0	2	55
		1.8	3.6	0	3.6	1.8	0	9.1	50.9	10.9	1.8	12.7	0	0	3.6	8.4
		14.3	9.5	0	7.7	2.8	0	15.2	11.1	8.5	1.9	9.7	0	0	14.3	
		.2	.3	0	.3	.2	0	.8	4.3	.9	.2	1.1	0	0	.3	
COLUMN TOTAL		7	21	19	24	36	16	33	253	71	52	72	7	11	14	658
(CONTINUED)		1.1	3.2	5.9	4.0	5.5	2.4	5.0	38.4	10.8	7.9	10.9	1.1	1.7	2.1	100.0

Figure I-2. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school. (Continued, page 2 of 5)

78.51

11-00

CROSSTABS OF HIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSS TABULATION OF *****
 SCHOOL BY REGDATE

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	REGDATE														ROW TOTAL
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	
OAK SPRINGS	125.	0	4	1	1	2	2	2	10	6	3	1	0	0	0	32 4.9
		0	12.5	3.1	3.1	6.3	6.3	6.3	31.3	18.8	9.4	3.1	0	0	0	
		0	19.0	2.6	3.8	5.6	12.5	6.1	4.0	8.5	5.8	1.4	0	0	0	
		0	.6	.2	.2	.3	.3	.1	1.5	.9	.5	.2	0	0	0	
ORTEGA	126.	0	1	5	2	0	1	0	10	2	2	1	0	2	0	26 4.0
		0	3.8	19.2	7.7	0	3.8	0	38.5	7.7	7.7	3.8	0	7.7	0	
		0	4.8	12.8	7.7	0	6.1	0	4.0	2.8	3.8	1.4	0	19.2	0	
		0	.2	.8	.3	0	.2	0	1.5	.3	.3	.2	0	.3	0	
SANCHEZ	127.	0	5	0	0	2	0	1	6	0	2	5	0	0	0	21 3.2
		0	23.8	0	0	9.5	0	4.8	28.6	0	9.5	23.8	0	0	0	
		0	23.8	0	0	5.6	0	3.0	2.4	0	3.8	6.9	0	0	0	
		0	.8	0	0	.3	0	.2	.9	0	.3	.8	0	0	0	
PEASE	128.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2 .9
		0	0	0	0	50.0	0	0	50.0	0	0	0	0	0	0	
		0	0	0	0	2.8	0	0	.4	0	0	0	0	0	0	
		0	0	0	0	.2	0	0	.2	0	0	0	0	0	0	
PLEASANT HILL	110.	0	0	0	0	0	0	0	3	1	1	0	0	0	0	5 .8
		0	0	0	0	0	0	0	60.0	20.0	20.0	0	0	0	0	
		0	0	0	0	0	0	0	1.2	1.4	1.9	0	0	0	0	
		0	0	0	0	0	0	0	.5	.2	.2	0	0	0	0	
RINGTOP	113.	0	0	0	1	2	0	0	3	0	0	0	0	0	0	6 .9
		0	0	0	16.7	33.3	0	0	50.0	0	0	0	0	0	0	
		0	0	0	9.8	5.6	0	0	1.2	0	0	0	0	0	0	
		0	0	0	.2	.3	0	0	.5	0	0	0	0	0	0	
ROSEWOOD	115.	0	0	1	0	0	0	0	1	0	1	0	0	0	0	3 .5
		0	0	33.3	0	0	0	0	33.3	0	33.3	0	0	0	0	
		0	0	2.6	0	0	0	0	.4	0	1.9	0	0	0	0	
		0	0	.2	0	0	0	0	.2	0	.2	0	0	0	0	
ST. ELMO	116.	0	1	7	3	0	1	3	15	3	0	1	0	1	1	16 5.5
		0	2.8	19.4	8.3	0	2.8	8.3	41.7	8.3	0	2.8	0	2.8	2.8	
		0	4.8	17.9	11.5	0	6.1	9.1	5.9	4.2	0	1.4	0	9.1	7.1	
		0	.2	1.1	.5	0	.2	.5	2.9	.5	0	.2	0	.2	.2	
COLUMN TOTAL		7	21	19	26	36	16	31	253	71	52	72	7	11	14	658 100.0
(CONTINUED)		1.1	3.2	2.9	4.0	5.5	2.4	5.0	38.4	10.8	7.9	10.9	1.1	1.7	2.1	

Figure I-2. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school.

(Continued, page 3 of 5)

78.51

260

CROSSTARS OF H1679 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME ICREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY REFDATE

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	REGDATE														ROW TOTAL
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	
		178.1	278.1	178.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1	
SINS	139.	0	0	1	0	0	0	0	1	0	2	4	0	0	0	8
		0	0	12.5	0	0	0	0	12.5	0	25.0	50.0	0	0	0	1.2
		0	0	2.6	0	0	0	0	.4	0	1.8	5.6	0	0	0	
		0	0	.2	0	0	0	0	.2	0	.3	.6	0	0	0	
WOODEN	144.	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2
		0	0	0	0	50.0	0	0	50.0	0	0	0	0	0	0	.3
		0	0	0	0	2.8	0	0	.4	0	0	0	0	0	0	
		0	0	0	0	.2	0	0	.2	0	0	0	0	0	0	
I-10 ZAVALA	145.	1	0	0	0	6	0	0	6	2	4	9	2	0	0	24
		4.2	0	0	0	0	0	0	25.0	8.3	16.7	37.5	8.3	0	0	4.6
		14.3	0	0	0	0	0	0	2.4	2.8	7.7	12.5	28.6	0	0	
		.2	0	0	0	0	0	0	.9	.3	.6	1.4	.3	0	0	
ZILKER	146.	0	0	0	0	1	0	1	1	0	0	0	0	0	0	3
		0	0	0	0	33.3	0	33.3	33.3	0	0	0	0	0	0	.5
		0	0	0	0	2.8	0	1.0	.4	0	0	0	0	0	0	
		0	0	0	0	.2	0	.2	.2	0	0	0	0	0	0	
MENCHACA	147.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
		0	0	0	0	100.0	0	0	0	0	0	0	0	0	0	.2
		0	0	0	0	2.8	0	0	0	0	0	0	0	0	0	
		0	0	0	0	.2	0	0	0	0	0	0	0	0	0	
NOPHAN	150.	0	0	0	0	0	0	0	0	6	5	0	0	0	0	11
		0	0	0	0	0	0	0	0	54.5	45.5	0	0	0	0	1.7
		0	0	0	0	0	0	0	0	8.5	9.6	0	0	0	0	
		0	0	0	0	0	0	0	0	.9	.8	0	0	0	0	
ODOM	156.	0	0	0	0	0	0	0	5	1	0	2	0	3	0	11
		0	0	0	0	0	0	0	45.5	9.1	0	18.2	0	27.3	0	1.7
		0	0	0	0	0	0	0	2.0	1.4	0	2.8	0	27.3	0	
		0	0	0	0	0	0	0	.8	.2	0	.3	0	.5	0	
WINN	157.	0	0	0	0	0	0	0	2	0	0	0	0	0	0	2
		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.3
		0	0	0	0	0	0	0	.8	0	0	0	0	0	0	
		0	0	0	0	0	0	0	.3	0	0	0	0	0	0	
COLUMN TOTAL		7	21	39	26	36	16	33	253	71	52	72	7	11	14	658
(CONTINUED)		1.1	3.2	5.9	4.0	5.5	2.4	5.0	38.4	10.8	7.9	10.9	1.1	1.7	2.1	100.0

Figure I-2. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979.

Grades pre-K to 5. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school. (Continued, page 4 of 5)

78.51

202

CROSSTARS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

11 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 11 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY REFDATE

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	REGDATE														ROW TOTAL
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	
		17A.1	27A.1	37A.1	47A.1	57A.1	67A.1	77A.1	87A.1	97A.1	107A.1	117A.1	127A.1	137A.1	147A.1	
		17A.1	27A.1	37A.1	47A.1	57A.1	67A.1	77A.1	87A.1	97A.1	107A.1	117A.1	127A.1	137A.1	147A.1	
LINDER	140.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
		0	0	0	0	100.0	0	0	0	0	0	0	0	0	0	.2
		0	0	0	0	2.8	0	0	0	0	0	0	0	0	0	
		0	0	0	0	.2	0	0	0	0	0	0	0	0	0	
HOUSTON	142.	0	0	0	0	0	0	1	7	0	0	0	0	0	0	8
		0	0	0	0	0	0	12.5	87.5	0	0	0	0	0	0	1.2
		0	0	0	0	0	0	3.0	2.8	0	0	0	0	0	0	
		0	0	0	0	0	0	.2	1.1	0	0	0	0	0	0	
WILLIAMS	146.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
		0	0	0	0	100.0	0	0	0	0	0	0	0	0	0	.2
		0	0	0	0	2.8	0	0	0	0	0	0	0	0	0	
		0	0	0	0	.2	0	0	0	0	0	0	0	0	0	
ST JOHN'S DEV CTR	201.	1	1	0	0	0	0	0	0	0	0	1	0	0	0	3
		33.3	33.3	0	0	0	0	0	0	0	0	33.3	0	0	0	.5
		14.3	4.8	0	0	0	0	0	0	0	0	1.4	0	0	0	
		.2	.2	0	0	0	0	0	0	0	0	.2	0	0	0	
EARLY CHILDHOOD ED	203.	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.2
		0	0	0	0	0	0	0	.4	0	0	0	0	0	0	
		0	0	0	0	0	0	0	.2	0	0	0	0	0	0	
	642.	0	0	0	0	0	0	1	1	1	0	0	0	0	0	3
		0	0	0	0	0	0	33.3	33.3	33.3	0	0	0	0	0	.5
		0	0	0	0	0	0	3.0	.4	1.4	0	0	0	0	0	
		0	0	0	0	0	0	.2	.2	.2	0	0	0	0	0	
COLUMN TOTAL	7	7	21	19	24	36	16	33	253	71	52	72	7	11	14	658
(CONTINUED)		1.1	3.2	5.9	4.0	5.5	2.4	5.0	38.4	10.8	7.9	10.9	1.1	1.7	2.1	100.0

Figure I-2. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school.

(Continued, page 5 of 5)

78.51

264

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSSTABULATION OF *****
 SCHOOL BY REGDATE

		REGDATE																
COUNT		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	ROW		
ROW PCT																TOTAL		
COL PCT																		
TOT PCT		178.1	278.1	378.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1			
SCHOOL																		
BLANTON	108.	0	0	1	0	0	0	0	1	0	0	0	0	0	0			
		0	0	50.0	0	0	0	0	50.0	0	0	0	0	0	0			
		0	0	4.5	0	0	0	0	1.5	0	0	0	0	0	0			
		0	0	.4	0	0	0	0	.4	0	0	0	0	0	0			
JOSLIN	120.	0	0	0	0	1	0	0	0	0	0	0	0	0	0			
		0	0	0	0	100.0	0	0	0	0	0	0	0	0	0			
		0	0	0	0	9.1	0	0	0	0	0	0	0	0	0			
		0	0	0	0	.4	0	0	0	0	0	0	0	0	0			
READ	131.	0	0	0	0	0	0	0	0	1	0	0	0	0	0			
		0	0	0	0	0	0	0	0	100.0	0	0	0	0	0			
		0	0	0	0	0	0	0	0	1.0	0	0	0	0	0			
		0	0	0	0	0	0	0	0	.4	0	0	0	0	0			
TRAVIS HEIGHTS	140.	0	0	3	0	2	0	0	6	3	2	4	0	0	0			
		0	0	15.0	0	10.0	0	0	30.0	15.0	10.0	20.0	0	0	0			
		0	0	13.6	0	18.2	0	0	8.0	9.1	8.1	9.1	0	0	0			
		0	0	1.2	0	.8	0	0	2.4	1.2	.8	1.6	0	0	0			
BAKER	153.	0	1	1	2	0	0	1	0	1	0	2	0	0	0			
		0	12.5	12.5	25.0	0	0	12.5	0	12.5	0	25.0	0	0	0			
		0	12.5	4.5	16.7	0	0	12.5	0	3.0	0	4.7	0	0	0			
		0	.4	.4	.8	0	0	.4	0	.4	0	.8	0	0	0			
WEBB	167.	0	0	0	0	0	0	0	0	1	2	0	0	0	0			
		0	0	0	0	0	0	0	0	33.3	66.7	0	0	0	0			
		0	0	0	0	0	0	0	0	3.0	8.1	0	0	0	0			
		0	0	0	0	0	0	0	0	.4	.8	0	0	0	0			
ALLAN JMS-041	181.	0	0	4	7	1	3	2	22	12	5	6	2	0	1			
		0	0	6.2	10.8	1.5	4.6	1.1	33.8	18.5	7.7	9.2	3.1	0	1.5			
		0	0	18.2	50.3	9.1	78.0	25.0	32.4	36.4	20.8	14.0	40.0	0	100.0			
		0	0	1.6	2.8	.4	1.2	.8	8.9	4.9	2.0	2.4	.8	0	.4			
FULMOPF JMS-043	183.	1	4	9	0	4	1	2	14	5	7	3	0	3	0			
		1.9	7.5	17.0	0	7.5	1.9	1.8	26.4	9.4	13.2	5.7	0	5.7	0			
		25.0	50.0	40.9	0	36.4	25.0	25.0	20.6	15.2	29.2	7.0	0	100.0	0			
		.4	1.6	3.7	0	1.6	.4	.8	5.7	2.0	2.8	1.2	0	1.2	0			
COLUMN		4	9	22	12	11	4	8	68	13	24	43	5	8	1	244		
TOTAL		1.6	3.1	8.9	4.9	4.5	1.6	3.9	27.6	13.4	9.8	17.5	2.0	1.2	.4	100.0		

(CONTINUED)

Figure I-3. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades 6-8. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school. (Page 1 of 3)

78:51

266

CROSS TABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME ICREATION DATE = 31 MAY 79

***** C R O S S T A B U L A T I O N O F *****
SCHOOL BY REGDATE

		REGDATE														ROW
		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	TOTAL
SCHOOL	COUNT ROW PCT COL PCT TOT PCT	178.1	278.1	378.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1	
LAHAR JHS-045	185.	0	0	0	1	0	0	0	2	0	0	1	1	0	0	5
		0	0	0	20.0	0	0	0	40.0	0	0	20.0	20.0	0	0	2.0
		0	0	0	0.3	0	0	0	2.9	0	0	2.3	20.0	0	0	
		0	0	0	.4	0	0	0	.8	0	0	.4	.4	0	0	
RUBNET JHS-046	186.	0	0	1	0	1	0	1	1	2	0	0	0	0	0	6
		0	0	16.7	0	16.7	0	16.7	16.7	33.3	0	0	0	0	0	2.4
		0	0	4.5	0	9.1	0	12.5	1.5	6.1	0	0	0	0	0	
		0	0	.4	0	.4	0	.4	.4	.8	0	0	0	0	0	
O. HENRY JHS-047	187.	0	0	0	0	0	0	1	4	1	1	0	0	0	0	7
		0	0	0	0	0	0	14.3	57.1	14.3	14.3	0	0	0	0	2.4
		0	0	0	0	0	0	12.5	5.9	3.0	4.2	0	0	0	0	
		0	0	0	0	0	0	.4	1.6	.4	.4	0	0	0	0	
PEARCE JHS-048	188.	0	0	0	0	0	0	0	2	0	0	3	0	0	0	5
		0	0	0	0	0	0	0	40.0	0	0	60.0	0	0	0	2.0
		0	0	0	0	0	0	0	2.9	0	0	7.0	0	0	0	
		0	0	0	0	0	0	0	.8	0	0	1.2	0	0	0	
PORTER JHS-049	189.	0	0	2	0	0	0	0	1	0	0	0	0	0	0	1
		0	0	66.7	0	0	0	0	33.3	0	0	0	0	0	0	1.2
		0	0	9.1	0	0	0	0	1.5	0	0	0	0	0	0	
		0	0	.8	0	0	0	0	.4	0	0	0	0	0	0	
MARTIN JHS-051	191.	3	3	1	2	2	0	1	9	6	7	22	2	0	0	48
		5.2	5.2	1.7	3.4	3.4	0	1.7	15.5	10.3	12.1	17.9	3.4	0	0	23.6
		75.0	37.5	4.5	16.7	18.2	0	12.5	13.2	18.2	29.2	51.2	40.0	0	0	
		1.2	1.2	.4	.8	.8	0	.4	3.7	2.4	2.8	8.9	.8	0	0	
BEDICHER JHS-054	194.	0	0	0	0	0	0	0	5	0	0	2	0	0	0	7
		0	0	0	0	0	0	0	71.4	0	0	28.6	0	0	0	2.9
		0	0	0	0	0	0	0	7.4	0	0	4.7	0	0	0	
		0	0	0	0	0	0	0	2.0	0	0	.8	0	0	0	
DOBBS JHS-055	195.	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.4
		0	0	0	0	0	0	0	1.5	0	0	0	0	0	0	
		0	0	0	0	0	0	0	.4	0	0	0	0	0	0	
COLUMN TOTAL		4	8	22	12	11	4	8	68	13	24	43	5	3	1	246
TOTAL		1.6	3.3	8.9	4.9	4.5	1.6	3.3	27.6	11.4	9.8	17.5	2.0	1.2	.4	100.0

(CONTINUED)

Figure I-3. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades 6-8. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school.

CROSSTABS OF REG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY REGDATE

		REGDATE															
COUNT		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79	ROW TOTAL	
ROW PCT	COL PCT																
TOT PCT		178.1	276.1	178.1	478.1	578.1	678.1	778.1	878.1	978.1	1078.1	1178.1	1278.1	1378.1	1478.1		
SCHOOL																	
	AAZ.	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
		0	0	0	0	0	0	0	0	0	100.0	0	0	0	0		
		0	0	0	0	0	0	0	0	0	3.0	0	0	0	0		
		0	0	0	0	0	0	0	0	0	.4	0	0	0	0		
COLUMN TOTAL		4	8	22	12	11	4	8	68	33	24	43	5	1	1	246	
TOTAL		1.6	3.3	8.9	4.9	4.5	1.6	3.3	27.6	13.4	9.8	17.5	2.0	1.2	.4	100.0	

Figure I-3. NUMBER OF STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades 6-8. TO READ THIS TABLE: COUNT is the total number of students registered at that school for that month, ROW PCT is the percent of students at that school who were registered during that particular month, COL PCT is the percent of students who were registered during that month who are attending that school. (Continued, page 3 of 3)

I-16

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSSTABULATION OF *****
 ***** BY REGDATE *****

		REGDATE															
COUNT		JAN 78	FEB 78	MARCH 78	APRIL 78	MAY 78	JUNE 78	JULY 78	AUG 78	SEPT 78	OCT 78	NOV 78	DEC 78	JAN 79	FEB 79		
ROW PCT																	
COL PCT																	
TOT PCT		17A.1	27A.1	37A.1	47A.1	57A.1	67A.1	77A.1	87A.1	97A.1	107A.1	117A.1	127A.1	137A.1	147A.1	ROW TOTAL	
SCHOOL																	
172.		1	2	1	1	0	1	1	3	3	1	1	0	0	0	15	
AUSTIN H.S.-002		6.7	13.3	6.7	6.7	0	6.7	6.7	20.0	20.0	6.7	6.7	0	0	0	5.3	
		20.0	20.0	2.4	5.9	0	12.5	100.0	6.0	8.1	2.0	2.3	0	0	0		
		.4	.7	.4	.4	0	.4	.4	1.1	1.1	.4	.4	0	0	0		
173.		1	0	10	10	7	0	0	22	25	21	28	7	1	2	134	
JOHNSTON HS-003		.7	0	7.5	7.5	5.2	0	0	16.4	18.7	15.7	20.9	5.2	.7	1.5	47.7	
		20.0	0	34.5	58.8	38.9	0	0	44.0	67.6	42.9	65.1	100.0	25.0	66.7		
		.4	0	1.6	3.6	2.5	0	0	7.8	8.9	7.5	10.0	2.5	.4	.7		
174.		0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
LANIER HS-004		0	0	0	0	0	0	0	0	0	100.0	0	0	0	0	.4	
		0	0	0	0	0	0	0	0	0	2.0	0	0	0	0		
		0	0	0	0	0	0	0	0	0	.4	0	0	0	0		
175.		0	0	1	2	0	0	0	3	0	0	5	0	0	0	11	
MCCALLUM HS-005		0	0	9.1	18.2	0	0	0	27.3	0	0	45.5	0	0	0	1.9	
		0	0	3.4	11.8	0	0	0	6.0	0	0	11.6	0	0	0		
		0	0	.4	.7	0	0	0	1.1	0	0	1.8	0	0	0		
176.		0	0	0	0	0	0	0	2	0	0	0	0	0	0	2	
REAGAN HS-006		0	0	0	0	0	0	0	100.0	0	0	0	0	0	0	.7	
		0	0	0	0	0	0	0	4.0	0	0	0	0	0	0		
		0	0	0	0	0	0	0	.7	0	0	0	0	0	0		
177.		3	8	16	3	10	1	0	17	8	23	4	0	3	1	97	
TRAVIS HS-007		3.1	8.2	16.5	3.1	10.3	1.0	0	17.5	8.2	23.7	4.1	0	3.1	1.0	74.5	
		60.0	80.0	55.2	17.6	55.6	12.5	0	34.0	21.6	46.9	9.1	0	75.0	33.3		
		1.1	2.8	5.7	1.1	3.6	.4	0	6.0	2.8	8.2	1.4	0	1.1	.4		
178.		0	0	1	0	1	2	0	1	1	3	1	0	0	0	10	
CROCKETT HS-008		0	0	10.0	0	10.0	20.0	0	10.0	10.0	30.0	10.0	0	0	0	3.8	
		0	0	3.4	0	5.6	25.0	0	2.0	2.7	6.1	2.3	0	0	0		
		0	0	.4	0	.4	.7	0	.4	.4	1.1	.4	0	0	0		
180.		0	0	0	1	0	4	0	2	0	0	4	0	0	0	11	
LA JOHNSON HS-01		0	0	0	9.1	0	36.4	0	18.2	0	0	16.4	0	0	0	1.9	
		0	0	0	5.9	0	50.0	0	4.0	0	0	9.3	0	0	0		
		0	0	0	.4	0	1.4	0	.7	0	0	1.4	0	0	0		
COLUMN TOTAL		5	29	17	18	8	1	4	50	37	49	43	7	4	3	281	
(CONTINUED)		1.8	3.6	10.3	6.0	6.4	2.8	.4	17.8	13.2	17.4	15.3	2.5	1.4	1.1	100.0	

Figure I-4. NUMBER OF MIGRANT STUDENTS REGISTERED EACH MONTH AT EACH SCHOOL, JANUARY, 1978 THROUGH FEBRUARY, 1979. Grades 9-12.

	<u>ONE-YEAR MIGRANTS</u>	<u>FIVE-YEAR MIGRANTS</u>
January, 1978	7	9
February, 1978	9	30
March, 1978	6	84
April, 1978	10	45
May, 1978	3	62
June, 1978	-	28
July, 1978	17	25
August, 1978	145	226
September, 1978	58	83
October, 1978	54	71
November, 1978	50	109
December, 1978	<u>12</u>	<u>7</u>
TOTAL 1978	371	779
January, 1979	5	13
February, 1979	5	13

Figure I-5. NUMBER OF ONE-YEAR AND FIVE-YEAR MIGRANT STUDENTS REGISTERED EACH MONTH, JANUARY, 1978 THROUGH FEBRUARY, 1979.

***** CROSSTABULATION OF *****
 SCHOOL BY GRADE
 ***** PAGE 1 OF 5 *****

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE								ROW TOTAL
		PRE-K	K							
		1.1	01	1.1	2.1	3.1	4.1	5.1		
ALITSON	101.	21	10	7	10	8	7	7		70
		30.0	14.3	10.0	14.3	11.4	10.0	10.0		10.6
		15.4	8.5	7.1	10.9	11.1	9.2	10.0		
		3.2	1.5	1.1	1.5	1.2	1.1	1.1		
ANDREWS	102.	0	1	0	0	0	0	0		1
		0	100.0	0	0	0	0	0		.2
		0	.8	0	0	0	0	0		
		0	.2	0	0	0	0	0		
BECKER	104.	0	9	9	9	7	9	6		49
		0	18.4	18.4	18.4	14.3	18.4	12.2		7.4
		0	7.6	9.1	9.8	9.7	11.8	9.2		
		0	1.4	1.4	1.4	1.1	1.4	.9		
BRENTWOOD	107.	9	0	0	0	0	0	0		9
		100.0	0	0	0	0	0	0		1.4
		6.6	0	0	0	0	0	0		
		1.4	0	0	0	0	0	0		
BROOKE	108.	22	10	8	10	3	13	11		77
		22.2	13.0	10.4	13.0	3.9	16.9	14.3		11.7
		7	8.5	8.1	10.9	4.2	17.1	16.9		
		3.3	1.5	1.2	1.5	.5	2.0	1.7		
BROWN	109.	0	7	3	2	2	1	3		18
		0	38.9	16.7	11.1	11.1	5.6	16.7		2.7
		0	5.9	7.0	2.2	2.8	1.4	4.6		
		0	1.1	.5	.3	.7	.2	.5		
CAMPBELL	111.	0	0	0	1	0	1	0		2
		0	0	0	50.0	0	50.0	0		.3
		0	0	0	1.1	0	1.3	0		
		0	0	0	.2	0	.2	0		
CASTS	112.	0	2	1	1	2	2	1		9
		0	22.2	11.1	11.1	22.2	22.2	11.1		1.4
		0	1.7	1.0	1.1	2.8	2.6	1.5		
		0	.3	.2	.2	.7	.3	.2		
COLUMN TOTAL		136	118	99	92	72	76	65		658
(CONTINUED)		20.7	17.9	15.0	14.0	10.9	11.6	9.9		100.0

Figure 1-6. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of ~~students at that grade level who are attending~~

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSS TABULATION OF *****
 SCHOOL BY GRADE
 ***** PAGE 2 OF 5

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE								ROW TOTAL
		PRE-K		K						
		-1.1	01	1.1	2.1	3.1	4.1	5.1		
CUNNINGHAM	113.	0	0	0	1	0	0	0	1	
		0	0	0	100.0	0	0	0	.2	
		0	0	0	1.1	0	0	0		
		0	0	0	.2	0	0	0		
DAWSON	114.	19	8	5	7	8	8	4	59	
		12.2	13.6	8.5	11.9	13.6	13.6	6.8	9.0	
		14.0	6.8	5.1	7.6	11.1	10.5	6.2		
		2.9	1.2	.9	1.1	1.2	1.2	.6		
GOVALLE	116.	0	11	16	12	6	6	13	64	
		0	17.2	25.0	18.8	9.4	9.4	20.3	9.7	
		0	9.1	16.2	13.0	8.3	7.9	20.0		
		0	1.7	2.4	1.8	.9	.9	2.0		
HARRIS	118.	0	0	1	0	0	1	0	2	
		0	0	50.0	0	0	50.0	0	.3	
		0	0	1.0	0	0	1.3	0		
		0	0	.2	0	0	.2	0		
HIGHLAND PARK	119.	0	0	0	0	0	0	1	1	
		0	0	0	0	0	0	100.0	.2	
		0	0	0	0	0	0	1.5		
		0	0	0	0	0	0	.2		
MAPLEWOOD	122.	0	0	1	0	2	0	0	3	
		0	0	33.3	0	66.7	0	0	.5	
		0	0	1.0	0	2.8	0	0		
		0	0	.2	0	.3	0	0		
MATHEWS	123.	12	5	1	2	2	1	3	28	
		42.9	17.9	10.7	7.1	7.1	3.6	10.7	4.3	
		8.8	4.2	3.0	2.2	2.8	1.3	4.6		
		1.8	.8	.5	.3	.3	.2	.5		
MELTZ	124.	16	12	6	8	5	6	2	55	
		29.1	21.8	10.9	14.5	9.1	10.9	3.6	8.4	
		11.4	10.2	6.1	8.7	6.9	7.9	3.1		
		2.4	1.8	.9	1.2	.8	.9	.3		
COLUMN TOTAL		136	118	99	92	72	76	65	658	
		20.7	17.9	15.0	14.0	10.9	11.6	9.9	100.0	

Figure I-6. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school. (Continued, page 2 of 5)

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01. PAGE #

FILE NO NAME CREATION DATE = 31 MAY 79

..... C R O S S T A B U L A T I O N O F
 BY GRADE
 SCHOOL PAGE 1 OF 5

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE							ROW TOTAL
		PRE-K	K	1	2	3	4	5	
OAK SPRINGS	125.	20 62.5 14.7 3.0	2 6.3 1.7 .3	5 15.6 5.1 .8	2 6.3 2.2 .3	2 6.3 2.0 .3	1 3.1 1.3 .2	0 0 0 0	32 4.9
ORTEGA	126.	0 0 0 0	8 30.8 6.8 1.2	5 19.2 5.1 .8	4 15.4 4.3 .6	2 7.7 2.0 .3	4 15.4 5.3 .6	3 11.5 4.6 .5	26 4.0
SANCHEZ	127.	0 0 0 0	9 42.9 7.6 1.4	3 14.3 3.0 .5	4 19.0 4.3 .6	2 9.5 2.8 .3	2 9.5 2.6 .3	1 4.8 1.5 .2	21 3.2
PEASE	128.	0 0 0 0	1 50.0 .0 .2	0 0 0 0	0 0 0 0	0 0 0 0	1 50.0 1.3 .2	0 0 0 0	2 .3
PLASANT HILL	129.	0 0 0 0	2 40.0 1.7 .3	1 20.0 1.0 .2	0 0 0 0	2 40.0 2.8 .3	0 0 0 0	0 0 0 0	5 .8
RIDGE TOP	130.	0 0 0 0	1 16.7 .8 .2	2 33.3 2.0 .3	1 16.7 1.1 .2	0 0 0 0	1 16.7 1.3 .2	1 16.7 1.5 .2	6 .9
ROSEWOOD	131.	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	2 66.7 2.6 .3	1 33.3 1.5 .2	3 .5
ST. ELMO	132.	17 47.2 12.5 2.6	4 11.1 3.4 .6	6 16.7 8.1 .9	4 11.1 4.3 .6	2 5.6 2.8 .3	1 2.8 1.3 .2	2 5.6 3.1 .3	36 5.5
COLUMN TOTAL		136 20.7	118 17.9	99 15.0	92 14.0	72 10.9	76 11.6	65 9.9	658 100.0

(CONTINUED)

Figure I-6. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE.
 Grades pre-K to 5. TO READ THIS TABLE: COUNT is the number of students at that grade
 at that school. ROW PCT is the percent of students attending that school who are in that

FILE NONAME (CREATION DATE = 31 MAY 79)

***** CROSS TABULATION OF *****
 SCHOOL BY GRADE
 ***** PAGE 4 OF 5

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE								ROW TOTAL
		PRE-K	K	1	2	3	4	5		
		-1.1	.01	1.1	2.1	3.1	4.1	5.1		
		-----	-----	-----	-----	-----	-----	-----		
SIMS	139.	0	1	1	1	2	2	1	8	
		0	12.5	12.5	12.5	25.0	25.0	12.5	1.2	
		0	.8	1.0	1.1	2.8	2.6	1.5		
		0	.2	.2	.2	.3	.3	.2		
WOOTEN	144.	0	1	0	0	1	0	0	2	
		0	50.0	0	0	50.0	0	0	.3	
		0	.8	0	0	1.4	0	0		
		0	.2	0	0	.2	0	0		
ZAVALA	145.	0	1	7	7	6	0	1	24	
		0	12.5	29.2	29.2	25.0	0	4.2	3.6	
		0	2.5	7.1	7.6	8.3	0	1.5		
		0	.5	1.1	1.1	.9	0	.2		
ZILKEP	146.	0	0	1	1	0	1	0	3	
		0	0	33.3	33.3	0	33.3	0	.5	
		0	0	1.0	1.1	0	1.1	0		
		0	0	.2	.2	0	.2	0		
MENCHACA	147.	0	1	0	0	0	0	0	1	
		0	100.0	0	0	0	0	0	.2	
		0	.8	0	0	0	0	0		
		0	.2	0	0	0	0	0		
NORMAN	150.	0	2	2	2	2	1	2	11	
		0	18.2	18.2	18.2	18.2	9.1	18.2	1.7	
		0	1.7	2.0	2.2	2.4	1.3	3.1		
		0	.3	.3	.3	.3	.2	.3		
ODOM	156.	0	2	1	1	2	3	0	11	
		0	18.2	9.1	9.1	18.2	27.3	0	1.7	
		0	1.7	5.0	1.1	2.8	3.9	0		
		0	.3	.5	.2	.3	.5	0		
WINN	157.	0	1	1	0	0	0	0	2	
		0	50.0	50.0	0	0	0	0	.1	
		0	.8	1.0	0	0	0	0		
		0	.2	.2	0	0	0	0		
COLUMN TOTAL		136	118	99	92	72	76	65	658	
(CONTINUED)		20.7	17.9	15.0	14.8	10.9	11.6	9.9	100.0	

Figure I-6. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school. (Continued, page 4 of 5)

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79

13,29,01.

PAGE

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FILE NONAME (CREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY GRADE
 ***** PAGE 5 OF 5

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE								ROW TOTAL						
		PRE-K		K												
		~1.1		0		1.1		2.1			3.1		4.1		5.1	
LINDER	140.	0	0	0	1	0	0	0	0	0	0	0	0	1		
		0	0	0	100.0	0	0	0	0	0	0	0	0	.2		
		0	0	0	1.1	0	0	0	0	0	0	0	0			
		0	0	0	.2	0	0	0	0	0	0	0	0			
HOUSTON	142.	0	2	1	0	2	2	1	1	0	0	0	0	8		
		0	25.0	12.5	0	25.0	25.0	12.5	1.2	0	0	0	0	1.2		
		0	1.7	1.0	0	2.8	2.6	1.5		0	0	0	0			
		0	.9	.2	0	.3	.3	.2		0	0	0	0			
WILLIAMS	146.	0	0	0	1	0	0	0	0	0	0	0	0	1		
		0	0	0	100.0	0	0	0	0	0	0	0	0	.2		
		0	0	0	1.1	0	0	0	0	0	0	0	0			
		0	0	0	.2	0	0	0	0	0	0	0	0			
ST. JOHNS DEV CTR	201.	0	1	1	0	1	0	0	0	0	0	0	0	3		
		0	33.3	33.3	0	44.4	0	0	0	0	0	0	0	.5		
		0	.8	1.0	0	1.4	0	0	0	0	0	0	0			
		0	.2	.2	0	.2	0	0	0	0	0	0	0			
EARLY CHILDHOOD ED	203.	0	1	0	0	0	0	0	0	0	0	0	0	1		
		0	100.0	0	0	0	0	0	0	0	0	0	0	.2		
		0	.8	0	0	0	0	0	0	0	0	0	0			
		0	.2	0	0	0	0	0	0	0	0	0	0			
662.		0	1	0	0	1	0	1	1	0	0	0	0	3		
		0	33.3	0	0	33.3	0	33.3	0	0	0	0	0	.5		
		0	.8	0	0	1.4	0	1.5		0	0	0	0			
		0	.2	0	0	.2	0	.2		0	0	0	0			
COLUMN TOTAL		136	118	99	92	72	78	65	659							
		20.7	17.9	15.0	14.0	10.9	11.6	9.9	100.0							

Figure I-6. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades pre-K to 5. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school. (Continued, page 5 of 5)

FILE NONAME (CREATION DATE = 11 MAY 79)

..... C R O S S T A B U L A T I O N O F

SCHOOL BY GRADE

..... PAGE 1 OF 3

SCHOOL	COUNT ROW PCT COL PCT TOT PCT	GRADE			ROW TOTAL
		6.1	7.1	8.1	
BLANTON	106.	2	0	0	2
		100.0	0	0	.8
		3.0	0	0	
		.0	0	0	
JOSLIN	120.	1	0	0	1
		100.0	0	0	.4
		1.5	0	0	
		.4	0	0	
READ	131.	1	0	0	1
		100.0	0	0	.4
		1.5	0	0	
		.4	0	0	
TRAVIS HEIGHTS	140.	20	0	0	20
		100.0	0	0	8.1
		10.3	0	0	
		8.1	0	0	
BAKER	153.	8	0	0	8
		100.0	0	0	3.3
		12.1	0	0	
		3.3	0	0	
WEBB	147.	3	0	0	3
		100.0	0	0	1.2
		4.5	0	0	
		1.2	0	0	
ALLAN JHS-041	191.	14	25	26	65
		21.5	38.5	40.0	26.4
		21.2	29.8	27.1	
		5.7	10.2	10.6	
FULMORE JHS-041	183.	0	20	13	53
		0	37.7	62.1	21.5
		0	29.8	34.4	
		0	8.1	13.4	
COLUMN TOTAL		66	84	96	246
(CONTINUED)		26.8	34.1	19.0	100.0

Figure I-7. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades 6-8. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school. (Page 1 of 3)

FILE NONAME (CREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY GRADE
 ***** PAGE 2 OF 3

SCHOOL	GRADE				ROW TOTAL
	COUNT				
	ROW PCT				
	COL PCT				
	TOT PCT	6.1	7.1	8.1	
185. LAMAR JHS-045	0	1	4	5	
	0	20.0	80.0	2.0	
	0	1.2	4.2		
	0	.4	1.6		
186. BURNET JHS-046	0	4	2	6	
	0	66.7	33.3	2.4	
	0	4.8	2.1		
	0	1.6	.8		
187. O. HENRY JHS-047	0	3	4	7	
	0	42.9	57.1	2.8	
	0	3.6	4.2		
	0	1.2	1.6		
188. PEARCE JHS-048	0	3	2	5	
	0	60.0	40.0	2.0	
	0	3.6	2.1		
	0	1.2	.8		
189. PORTER JHS-049	0	2	1	3	
	0	66.7	33.3	1.2	
	0	2.4	1.0		
	0	.8	.4		
191. MARTIN JHS-051	16	21	21	58	
	27.6	36.2	36.2	29.6	
	24.2	25.0	21.9		
	6.5	8.5	8.5		
194. BEDICHEK JHS-054	0	4	3	7	
	0	57.1	42.9	2.8	
	0	4.8	3.1		
	0	1.6	1.2		
195. DORTE JHS-055	0	1	0	1	
	0	100.0	0	.4	
	0	1.2	0		
	0	.4	0		
COLUMN TOTAL	66	84	96	246	
	26.8	34.1	39.0	100.0	

(CONTINUED)

Figure I-7. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE. Grades 6-8. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade who are in that school.

FILE NONAME (CREATION DATE = 31 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 SCHOOL BY GRADE
 ***** PAGE 3 OF 3

SCHOOL	GRADE				ROW TOTAL
	COUNT				
	ROW PCT				
	COL PCT				
	TOT PCT	6.1	7.1	8.1	
862.	1	0	0	0	1
	100.0	0	0	0	.4
	1.5	0	0	0	
	.4	0	0	0	
COLUMN	66	84	96	246	
TOTAL	26.8	34.1	39.0	100.0	

Figure I-7. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY 1979 AT EACH SCHOOL AND GRADE. Grades 6-8. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school.
 (Page 3 of 3)

CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS

31 MAY 79 13.29.01. PAGE 18

FILE NONAME (CREATION DATE = 31 MAY 79)

..... CROSS TABULATION OF
 SCHOOL BY GRADE PAGE 1 OF 1

SCHOOL	GRADE					ROW TOTAL	
	COUNT						
	ROW PCT						
	COL PCT						
	TOT PCT	9.	10.	11.	12.		
172. AUSTIN H.S.-002		7	7	0	1	15	
	46.7	46.7	0	6.7	5.9		
	6.5	9.3	0	2.4			
	2.5	2.5	0	.4			
173. JOHNSTON HS-003		49	27	16	22	114	
	36.6	20.1	26.9	16.4	47.7		
	45.8	36.0	63.2	52.4			
	17.4	9.6	12.8	7.8			
174. LANIER HS-004		0	1	0	0	1	
	0	100.0	0	0	.4		
	0	1.3	0	0			
	0	.4	0	0			
175. MCCALLUM HS-005		1	8	0	2	11	
	9.1	72.7	0	18.2	3.9		
	.9	10.7	0	4.8			
	.4	2.8	0	.7			
176. REAGAN HS-006		2	0	0	0	2	
	100.0	0	0	0	.7		
	1.9	0	0	0			
	.7	0	0	0			
177. TRAVIS HS-007		41	26	19	11	97	
	42.3	26.8	19.6	11.3	34.5		
	38.3	34.7	33.3	26.2			
	14.6	9.3	6.8	3.9			
178. CROCKETT HS-008		5	3	1	1	10	
	50.0	30.0	10.0	10.0	3.6		
	4.7	4.0	1.8	2.4			
	1.8	1.1	.4	.4			
180. LA JOHNSON HS-01		2	3	1	5	11	
	18.2	27.3	9.1	45.5	3.9		
	1.9	4.0	1.8	11.9			
	.7	1.1	.4	1.8			
COLUMN TOTAL		107	75	57	42	281	
		38.1	26.7	20.3	14.9	100.0	

Figure I-8. NUMBER OF MIGRANT STUDENTS REGISTERED THROUGH FEBRUARY, 1979 AT EACH SCHOOL AND GRADE, Grades 9-12. TO READ THIS TABLE: COUNT is the number of students at that grade at that school, ROW PCT is the percent of students attending that school who are in that grade, COL PCT is the percent of students at that grade level who are attending that school.

Austin ISD
Name of School District

BTVS
School I.D. (4-letter code)

Johnston High
Campus Name

TEXAS EDUCATION AGENCY
Division of Compensatory and Migrant Education
Texas Migrant Education Program
Certificate of Eligibility/Identification
School Year 10-11

Student I.D. (Number-Mnemonic)

Last Name TAOS First Name Travis M.I. m Sex m Birthdate (Month/Day/Year) 04-14-64 Age 14

Verified by: B = Birth Certificate,
Q = Document, O = Other, N = None

Austin Travis Taos
Birthplace (City, County/Country, State)

Austin Taos
Home Base (City, State)

Migrant Status (check one only):

Agriculture (Use most recent dates of arrival)

☐ 1 = Interstate moves from one state to another: Date of arrival in Texas

☐ 2 = Intrastate moves within Texas, from district to district.
Date of arrival in new school district:

☒ 3 = 5-year formerly migrant:

Date of arrival in Texas

AND/OR

Date of arrival in new school district:

09-13-76

Fishing

☐ 4 = Interstate Date of arrival in Texas

☐ 5 = Intrastate Date of arrival in new school district:

☐ 6 = 5-year Date of arrival in Texas

AND/OR

Date of arrival in new school district:

Name of legal father

Name of legal mother

Legal parents address

Same

Name of current parent(s) or guardian(s)

same

Current parents address

6125 178

Most recent enrollment in this school district

Enrolled in 9 grade
(Pre-K, K, 1, 2, etc.)

The purpose of the move to this district was related to seeking or engaging in temporary or seasonal employment in agriculture, commercial fishing or in related food processing activities. The most recent move was from Castro Texas (City, State)

My child has permission to participate in the ESEA, Title I Migrant Program, when available. The Migrant Student Record Transfer System has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand further that this record will be made available to other schools in which my child intends to enroll.

Signature of person obtaining information
on this form.

Signature of legal or current parent

Date

Mark the appropriate language used to explain the
contents of this document:

Spanish: English: other (specify)

Relationship

White - LEA-MSRTS
Yellow - Terminal Operator
Pink - Parent(s)

ADM-08078

MIGRANT STUDENT MASTER FILE

Card 1

A.I.P.				
FILE	SCHOOL	WRTS	STUD ID	NAME (LAST, FIRST)

SEX	STREET ADDRESS	ZIP	WIG. STAT.	GRADE	REG DATE
-----	----------------	-----	------------	-------	----------

Card 2

4130 STUD. NO.	NAME (LAST, FIRST)
----------------	--------------------

.....

MIGRANT STUDENT MASTER FILE

Card 1

A.I.P.				
FILE	SCHOOL	WRTS	STUD ID	NAME (LAST, FIRST)

SEX	STREET ADDRESS	ZIP	WIG. STAT.	GRADE	REG DATE
-----	----------------	-----	------------	-------	----------

Card 2

4130 STUD. NO.	NAME (LAST, FIRST)
----------------	--------------------

.....

MIGRANT STUDENT MASTER FILE

Card 1

A.I.P.				
FILE	SCHOOL	WRTS	STUD ID	NAME (LAST, FIRST)

SEX	STREET ADDRESS	ZIP	WIG. STAT.	GRADE	REG DATE
-----	----------------	-----	------------	-------	----------

Card 2

4130 STUD. NO.	NAME (LAST, FIRST)
----------------	--------------------

.....

PROGRAM: Title I MigrantYEAR: 1978-79

AISD

✓ UT PF 7156.3068. M1679ST
acct.pasa. filename

CONTENTS:

78.51

	1-3	AIP
	5-7	SCHOOL CODE
	9-19	MSRTS ID
	21-40	NAME (LAST FIRST)
	42-	SEX (1 = MALE, 2 = FEMALE)
	44-62	STREET ADDRESS
CARD 1	64-68	ZIP CODE
	70-	MIG STATUS (1 = ^{1YR} INTERSTATE, 2 = ^{1YR} INTRASTATE, 3 = 5YR) AGRICULTURAL
	-	(4 = ^{1YR} INTERSTATE, 5 = ^{1YR} INTRASTATE, 6 = 5YR) FISHING
	72-73	GRADE 0 = KINDER, -1 = PRE-K, -2 TOO YOUNG (debt from fib)
	75-78	REGISTRATION DATE
	-	
CARD 2	1-7	AISD STUD. NUMBER
	21-40	STUDENT NAME
	-	
	-	
	-	
	-	
	-	

I-28

Tape
FILE
81-87

Attachment I-3

294

295

RUN NAME CROSSTABS OF MIG79 BY SCHOOL BY GRADE BY MIGRANT STATUS
 VARIABLE LIST FILE, SCHOOL, MSHTS1 TO MSHTS3, NAME1 TO NAME5, SEX, ADD1 TO ADD5,
 ZIP, MIGSTAT, GRADE, RECDATE, A1SDNU, SERSTAT
 INPUT MEDIUM DISK
 INPUT FORMAT FIXED(A1,1X,F3,1X,2A4,A3,1X,5A4,1X,F1,1X,4A4,A3,1X,F5,1X,F1,1X,
 F2,1X,F4,2X,F7,1X,F1)
 N OF CASES UNKNOWN
 DOCUMENT THIS PROGRAM LISTS THE NUMBER OF MIGRANT STUDENTS IN EACH
 SCHOOL BY GRADE. YEARS IS THE MIGRANT STATUS INDICATING
 WHETHER THE STUDENTS ARE CLASSIFIED AS ONE YEAR OR FIVE
 YEAR MIGRANT.
 COMPUTE YEARS=MIGSTAT
 RECODE YEARS(1,2,4,5=1)(3,6=5)
 IF (SCHOOL LE 10 AND SCHOOL GE 2) SCHOOL=SCHOOL+170
 IF (SCHOOL GE 41 AND SCHOOL LE 55) SCHOOL=SCHOOL+140
 RECODE SCHOOL(40=207)(251=201)(252=202)(257=203)(258=204)(592=205)
 (040,954,955=206)
 VALUE LABELS GRADE(-1)PRE-K(0)K/MIGSTAT(1)1YR AGR INTER(2)1YR AGR INTRA
 (3)5YR AGR(4)1YR FISH INTER(5)1YR FISH INTRA(6)5YR FISH(0)
 UNKNOWN/
 VALUE LABELS YEARS(1)ONE YEAR(5)FIVE YEAR/
 VALUE LABELS GRADE(-9)SPECIAL ED
 VALUE LABELS SCHOOL(101) ALLISON (102) ANDREWS
 (103) BARTON HILLS (104) BECKER
 (105) BLACKSHEAR (106) BLANTON
 (107) BRENTWOOD (108) BROOKE
 (109) BROWN (110) BRYKER WOODS
 (111) CAMPBELL (112) CASIS
 (113) CUNNINGHAM (114) DAWSON
 (115) DILL (116) GOVALLE
 (117) GULLETT (118) HARRIS
 (119) HIGHLAND PARK (120) JOSLIN
 (121) LEE (122) MAPLEWOOD
 (123) MATHEWS (124) METZ
 (125) OAK SPRINGS (126) ORTEGA
 (127) SANCHEZ (128) PFASE
 (129) PECAN SPRINGS (130) PLEASANT HILL
 (131) READ (132) REILLY
 (133) RIDGETOP (134) ROSEDALE
 (135) ROSEWOOD (136) ST. ELMO
 (137) ST. JOHN (138) SUMMIT
 (139) SIMS (140) TRAVIS HEIGHTS
 (141) WALNUT CREEK (144) WOOTEN
 (145) ZAVALA (146) ZILKER
 (147) MENCHACA (148) OAK HILL
 (149) BARRINGTON (150) NORMAN
 (151) PILLOW (152) WOOLDRIDGE
 (153) BAKER (154) DOSS
 (155) HILL (156) ODOM
 (157) WINN (158) SUNSET VALLEY
 (159) GRAHAM (160) LINDER
 (161) KATHERINE COOK (162) HOUSTON
 (163) RUNDBERG LANE (164) LEWIS TRACT
 (165) DUVAL ROAD (166) WILLIAMS
 (167) WEBB (168) SOUTH CREEK
 (169) TRAVIS COUNTRY (170) SOUTHTREE CREEK
 (171) RIDGEVIEW-001 (172) AUSTIN H.S.-002
 (173) JOHNSTON HS-003 (174) LAWLER HS-004
 (175) MCCALLUM HS-005 (176) REAGAN HS-006
 (177) TRAVIS HS-007 (178) CROCKETT HS-008

(181) ALLAN JHS-041
 (181) FULMORE JHS-043
 (184) JHS CODE 044

(186) BURNET JHS-046
 (188) PEARCE JHS-048
 (191) MARTIN JHS-051
 (194) BEDICHER JHS-054
 (185) LAMAR JHS-045
 (187) O. HENRY JHS-047
 (189) PORTER JHS-049
 (192) MURCHINSON JHS-052
 (195) DOBIE JHS-055

(201) ST. JOHNS DEV CTR(202) D A C
 (203) EARLY CHILDHOOD ED(204) CLIFTON CENTER
 (205) GIRLS TOWN(206) SPEC ED PGMS
 (207) VOC ED JHS-040/

RECODE
 VALUE LABELS

REGDATE(179=178)(279=1478)
 REGDATE(178)JAN 78(278)FEB 78(378)MARCH 78(478)APRIL 78
 (578)MAY 78(678)JUNE 78(778)JULY 78(878)AUG 78(978)SEPT 78
 (1078)OCT 78(1178)NOV 78(1278)DEC 78(1378)JAN 79(1478)FEB 79/
 (GRADE GE -1 AND LE 5)

*SELECT IF
 CROSSTABS
 READ INPUT DATA

TABLES=SCHOOL BY GRADE,REGDATE,YEARS/

*SELECT IF
 CROSSTABS
 *SELECT IF
 CROSSTABS
 *SELECT IF

(GRADE GE 8 AND LE 8)
 TABLES=SCHOOL BY GRADE,REGDATE,YEARS/
 (GRADE GE 9)
 TABLES=SCHOOL BY GRADE,REGDATE,YEARS/
 (GRADE EQ -1) AND (SCHOOL EQ 101 OR 107 OR 108 OR 114 OR 123 OR
 124 OR 125 OR 136)

CROSSTABS
 *SELECT IF

TABLES=SCHOOL BY GRADE,REGDATE,YEARS/
 (GRADE GE 0 AND LE 5) AND (SCHOOL EQ 101 OR 104 OR 108 OR 114 OR
 126 OR 140 OR 181 OR 183 OR 191 OR 173 OR 177)

CROSSTABS
 *SELECT IF

TABLES=SCHOOL BY GRADE,REGDATE,YEARS/
 (GRADE GE 6 AND LE 12) AND (SCHOOL EQ 101 OR 104 OR 108 OR 114
 OR 126 OR 140 OR 181 OR 183 OR 191 OR 173 OR 177)
 TABLES=SCHOOL BY GRADE,REGDATE,YEARS/

CROSSTABS
 FINISH

I-30

78.51

Attachment I-4
 (Continued, page 2 of 2)

Title I Migrant

Appendix J

MIGRANT STUDENT FOLDERS

800

Instrument Description: Migrant Student Folders

Brief description of the instrument:

Records kept by Migrant teachers at grades 6-12 showing evidence of the use of diagnostic instruments to determine the achievement level of migrant students, their rate of progress, and their lesson plans. Evidence of coordination with other teachers was reviewed.

To whom was the instrument administered?

All secondary Migrant teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

Mid March through April, 1979.

Where was the instrument administered?

In the classrooms of the Migrant teachers.

Who administered the instrument?

Migrant classroom observer.

What training did the administrators have?

Review of procedures.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

MIGRANT STUDENT FOLDERS

Purpose

The Migrant Student Folders were used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- b. How does the instruction provided by the Migrant teacher supplement the students' regular instructional program?
- c. To what extent are informal assessment instruments being used by the Migrant teacher to place students at an instructional level?
- d. How effectively was the program implemented at each campus for each grade?

Procedure

Between April 9 and April 20, 1979, an appointment was made by the Migrant Evaluation Assistant to visit each of the Migrant teachers at grades 6-12 for the purpose of inspecting their records: i.e., the folders they keep on each student. Each visit was scheduled for 40 minutes. Attachment J-1 is a copy of the memo sent to the teachers informing them of the visit. Records of six of the seven teachers were examined at the time of the scheduled appointment. Records of one teacher were examined by the Migrant Evaluator at a later scheduled appointment.

The records of ten students, randomly selected from class rosters, were inspected for each teacher visited. Teachers were also asked to supply any additional information in regards to coordination between the classroom teachers and the Migrant teacher. Only tests administered after August 1, 1978 were used in the analysis. Attachment J-2 is a copy of the form used to collect the data. Results were hand tabulated.

Results

D4-3b. How does the instruction provided by the Migrant teacher supplement the students' regular instructional program?

Based upon the results reported below, it appears that instruction for the migrant students is coordinated through communication between the Migrant teacher and the regular classroom teachers. This coordination could be useful in insuring that the program is supplemental. On three junior high campuses the Migrant teacher is the migrant students' supplementary reading teacher.

Coordination: At the high school level, all coordination with the regular classroom teacher was through verbal communication. Most coordination included reports of progress and requests made by other teachers for assistance in specific areas.

At the three junior high schools the Migrant teacher is the supplementary reading teacher for some of the migrant students. At one of the junior high schools, records of progress communicated to other teachers were found in the student folder. All other coordination between junior high Migrant teachers and regular classroom teachers was verbal. As in the case of the high schools, the verbal communication included reports of progress and requests made by other teachers for assistance in specific areas.

D4-3c. To what extent are informal assessment instruments being used by the Migrant teacher to place students at an instructional level?

Based upon the results reported below, it appears that the majority of Migrant teachers have access to the results of informal assessment instruments which they or other teachers have administered to their students. Only one teacher reported not having used any informal assessment instruments with any of her students. On campuses which use the SRA Corrective Reading program, it is evident that the informal assessment is used to place students at an instructional level. On campuses which do not use the SRA program, it was not possible to determine whether or not the informal assessment instruments were being used to place students at an instructional level.

Diagnostic Prescriptive Approach: Figure J-1 lists the diagnostic instruments used by the Migrant teachers, the frequency with which each assessment instrument was given, and the number of students tested. Figure J-2 shows that the Botel Word Opposites Test was the instrument most often administered to students at the high school level. At the junior high level, the SRA Corrective Reading Test was the most frequently used instrument for determining level and progress of students. The only evidence of a prescriptive approach being used in coordination with the diagnostic test was with the SRA Corrective Reading Test. At one school, there was no evidence of diagnostic testing.

<u>Teacher/School</u>	<u>Instrument</u>	<u>How Often Administered</u>	<u>Percentage of Students Included</u>
School A	No Diagnostic Testing Information Available		
School B	Botel Word Opposites Test	Once	10%
	SRA Corrective Reading Test	Once	30%
	Durrell Spelling Test	Once	40%
	SRA Spelling Inv.	Once	60%
	Informal Reading Inv.	Once	30%
	Sucher Allied Reading Placement Inv.	Once	10%
	CELT	Once	20%
School C	Botel Word Opposites Test	Once	60%
	Durrell Spelling Test	Once	60%
	SRA Corrective Reading Test	Once Twice	30% 30%
	Durrell Listening	Once	50%
School D	SRA Corrective Reading	Once	50%
	Botel Word Opposites Test	Once	30%
	Sucher Allied Reading Placement Inv.	Twice	10%
School E Teacher 1	SRA Corrective Reading	Once Twice	50% 50%
	Nelson Reading Inv.	Once	100%
School E Teacher 2	Botel Word Opposites Test	Once	90%
	Informal Reading Inventory	Once	80%
School F	Botel Word Opposites Test	Once Twice	70% 10%

FIGURE J-1. PERCENT OF STUDENTS SAMPLED FOR WHOM INFORMAL ASSESSMENT DATA WERE AVAILABLE. (10 student folders randomly sampled at each school)

<u>Instrument</u>	<u>High School (N=30)</u>	<u>6th Grade + Junior High (N=40)</u>
Botel	57%	25%
CELT	-	25%
Durrell Listening	-	13%
Durrell Spelling Inventory	-	25%
Informal Reading Inventory	27%	8%
Nelson Reading Inventory	33%	-
SRA Corrective Reading Test	33%	35%
SRA Spelling Inventory	-	15%
Sucher Allied Reading	-	5%

Figure J-2. PERCENT OF STUDENTS TESTED ON EACH INFORMATION ASSESSMENT INSTRUMENT.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 12, 1979

TO: Title I Migrant Secondary Teachers

FROM: Myron Friedman, Title I Migrant Evaluator

SUBJECT: Examination of Title I Migrant Student Folders

The evaluation of the Title I Migrant Program includes the perusal of the records kept by Title I Migrant secondary teachers concerning the instruction of Title I Migrant students. (See attached page from the approved Title I Migrant application for 1978-79).

March 19 - April 30, the Title I Migrant observer, Madalyn Marabella, will be asking to examine the folders you keep on a number of randomly selected Title I Migrant students. She will be calling you to make an appointment to meet you at your school. Please schedule to meet with her for approximately forty minutes. This should not be during instructional time (either an off-period or after students are dismissed).

We will be looking for 1) evidence of the use of a diagnostic/prescriptive approach by the Title I Migrant teacher and for 2) evidence of coordination between the Title I Migrant Reading Teacher and the regular classroom teacher. Examples of things that we will be looking for are listed below. The list is based on information provided to migrant teachers in A Guide to Oral Language & Reading in the Migrant Program Secondary Level.

- A. Evidence of Coordination
 1. Requests made by teachers in specific skills area.
 2. Progress communications sent to classroom teachers.
- B. Evidence of Diagnostic/Prescriptive Approach
 1. BOTEL Word Opposites Test
 2. Durrell Spelling Test
 3. Teacher Observation
 4. Cloze procedure tests
 5. Slosson Oral Language Test (SOLT)
 6. Informal Reading Inventory (IRI)
 7. Other

In examining these records, the Office of Research and Evaluation is not requiring either

- a. that any specific type of information be present in the files, or
- b. that all forms and types of data listed on the observer's check-list should be there.

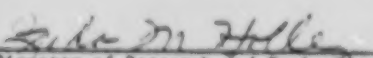
We are simply examining the files to see what is present; i.e., what types of information Title I Migrant teachers generally keep in their files on Title I Migrant students.

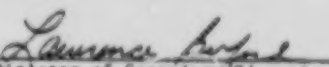
We are inspecting your files in order to provide systematic information to Title I Migrant staff for their use in planning for next year.

MF:if

cc: Oscar Cantu
Jose Mata
Lee Laws
Principals of Migrant Teachers

Approved: 
Senior Evaluator for Compensatory Education Programs

Approved: 
Director of Research and Evaluation

Approved: 
Director of Secondary Education

OBJECTIVE(S):

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IV. Activities to Attain the Stated Objective	V. Evaluation	Source and Amount of Special/Categorical Funds Utilized to Impact the Objective	
		Title I Migrant	Other (Specify Source)
		(3)	(4)
(1)	(2)		
In grades 9-12, the instructional program will be flexible to include oral language and/or reading in the content areas. The Secondary Oral Language Guide will be implemented as part of the curriculum. In either case, students will be given an informal oral language assessment instrument or informal reading inventory on a regular scheduled basis. The testing will be a screening device to place students at their instructional levels and be repeated to ensure proper placement throughout the school year. Student cards, records, and folders will be maintained so that proper students placement continually takes place.	The Migrant Evaluation Staff will monitor the use of assessment instruments and instructional placement through random checks of students folders maintained by the migrant teachers.		

MIGRANT STUDENT FOLDERS

SCHOOL: _____

GRADE: _____

STUDENT: _____

A. Coordination with Regular Instructional Program

_____ Record of texts being used in regular classroom.

_____ Record of requests made by other teachers for assistance in specific areas.

_____ Record of progress communicated to other teachers.

_____ Other (specify): _____

B. Use of Diagnostic/Prescriptive Approach

DATE(S)ADMINISTERED BYPRESCRIPTION

_____ Botel Word Opposites Test

_____ Cloze Procedure Test

_____ Durrell Spelling Test

_____ Informal Reading Inventory

_____ Slosson Oral Language Test

_____ SRA Corrective Reading Test

_____ Teacher Observations

_____ Other (specify): _____

Title I Migrant

Appendix K

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)

Instrument Description: Pupil Activities Record--Revised (PAR-R)

Brief description of the instrument:

The PAR-R is an observation instrument designed to collect information on the activities of a student during the school day. The variables observed include place of instruction, area of instruction, adult contact, group size, ontask/offtask, teacher's use of a signal system, language of instruction, mode of instruction, content of instruction, and characteristics of the teacher's questioning strategy.

To whom was the instrument administered?

Randomly selected students in Title I schools.

How many times was the instrument administered?

Once for each student observed.

When was the instrument administered?

From November, 1978 through April, 1979.

Where was the instrument administered?

In classrooms, resource rooms, libraries, and any other area in the school where students receive instruction.

Who administered the instrument?

Title I, Title I Migrant, Title VII, and Local/State Bilingual evaluation assistants.

What training did the administrators have?

General training in observation processes and a practicum in observing with the PAR-R.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

The advance notification of scheduled observations may have caused teacher preparation for the observation. Also, some teachers identified the student under observation and may have altered their behavior toward the students.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

Reported in PAR-R manual ORE Publication 79.48.

Are there norm data available for interpreting the results?

No.

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)

Purpose

The Pupil Activities Record - Revised was used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive? How much time is spent on oral language development and other activities?

Procedure

The Pupil Activities Record - Revised (PAR-R) is a systematic observation instrument that was used by Title I, Title I Migrant, Title VII, and Local/State Bilingual data collection personnel during the 1978-79 school year. The PAR-R is a revised version of the Pupil Activities Record. A description of the development and instructions for use of the PAR-R can be found in Publication Number 78.48: Manual for the use of the Pupil Activities Record--Revised (PAR-R). All Title I Migrant Observations were recorded directly on a mark--sense form designed to be read by an IBM Model 3881 optical scanner.

Observation of Title I Migrant Students. Seven day-long observations were scheduled in each of the five elementary schools with a K-5 grade Migrant teacher (Allison, Becker, Brooke, Dawson, Ortega). The observations were scheduled between February and April, 1979. Observations were scheduled to avoid observing the same grade levels on the same day of the week. Each grade 1 through 5 on each campus was scheduled to be observed at least once. Students to be observed were randomly selected from a list of migrant students at each grade level who were being served by a Migrant teacher.

The following steps were taken with each observation.

1. A memo was sent out in mid-February to the principals in each of the five schools in which the observations took place. The memo explained the purpose of the observations and the procedures that would be employed. Attachment K-1 is a copy of the memo.

2. Schools were later notified by phone of the block period (2-3 weeks) during which the Migrant Evaluation Assistant would be in a particular school. Individual teachers were not notified that their classes would be observed.

3. Students for the observations were randomly selected from a list of migrant students for each grade level.

4. The observer reported to the schools 5-10 minutes early in order to check in at the school office and acquaint herself with the classroom teacher in whose classroom the observation was to begin. At that time the classroom teacher was asked to identify the student previously selected for the observation along with the alternate students in his/her class. If the first "choice" was absent, an alternate was observed.

5. After identifying the student for observation, the observer proceeded to observe the selected student throughout the school day. At the end of each minute during the day, the observer was required to make a tally in the appropriate row that would reflect the area of instructional activity in which the student observed had been predominantly involved. If no instructional activity took place during that minute, the observer recorded a tally in one of the non-instructional activities. If the student was offtask within an assigned instructional activity, the "offtask" space for the appropriate instructional area was marked. Other tallies were made at the end of each minute to indicate any adults that the student had instructional contact with and the place of instruction (classroom, reading lab, library, other). The size of the group in which the student functioned was also recorded at the end of each minute.

Although students were not observed during music, P. E., art, field trips, assemblies, tract meets, etc., the amount of time spent by the students in those activities was recorded. Detailed procedures for use of the PAR-R are available in Publication No. 78.48.

6. At the end of the observation, a reaction form was delivered to the teachers in whose classroom the observer had been present during the day. These reaction forms were delivered to the teachers personally. The results of these reaction forms are reported in Attachment K-2.

7. Xeroxed copies of each completed observation form were sent to teachers who were involved in the observation. These copies were mailed approximately one week after the date of the observation. Attachment K-3 is a copy of the memo that accompanied the Xeroxed copies to teachers.

The procedures used for the Title I and LESA student observations and the analysis procedures are detailed in the Title I Final Technical Report, Publication No. 78,61.

Results

Evaluation Question D3-3a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive? How much time is spent on oral language development and other activities?

Based upon the results of the classroom observations, the Title I migrant students spend an average of three hours and thirty-two minutes in instruction in the Basic Skill areas, including Reading, Math, Social Studies, and Science. On the average, the migrant students receive 19 minutes of instruction daily from a Migrant teacher. On the average, the migrant students spend the following amounts of time in the various oral language development areas: oral expression, 5 minutes; silent and oral reading, 41 minutes; word attack skills, 32 minutes. On the average, the migrant students...

- spent more time daily ON TASK in reading/language arts and science,
- spent more time daily developing small word attack, and writing grammar skills,
- spent less time daily developing their comprehension, listening/perceptual, spelling, and vocabulary skills,
- spent more time during which writing/listening, and speaking were the predominant mode of instruction,
- spent more time in contact with the Title I (Migrant) teacher,
- spent less time in art, music, P. E.,

than Title I, Non-Title I, or LESA students who were also observed.

The migrant students received slightly less of their instruction in Spanish than did the LESA students. However, the amount of instruction which they did receive in Spanish was substantially greater than that received by Title I or non-Title I students.

The results of the PAR-R analyses are summarized in the following figures.

Figure K-1: SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED-ON TASK/OFF TASK

For the five basic skill areas and for all five areas combined, the average amount of time that students were either on task or off task is reported.

Figure K-2: CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREAS

For the five basic skills areas and for all five areas combined, the average amount of time that students spent working with each of 13 content areas is reported. Up to three content areas were recorded during each minute; thus, the time reported here is duplicated--the total for each content area represents the time students were working in that area, regardless of whether that area alone or a combination of areas was recorded.

Figure K-3: PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

For the five basic skills areas and for all five areas combined, the average amount of time that students spent predominantly engaged in each of five instructional modes is reported. The column labeled TIME, the total unduplicated amount of time spent in each of the basic skills areas, is provided as context for interpreting the time for each mode. The amount of time reported for each mode is duplicated--two predominant modes could be recorded for each minute.

Figure K-4: SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

The same procedure is used to report secondary modes as was used for predominant modes.

Figure K-5: LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

For the five basic skills areas and for all five areas combined, the average amount of time that students spent in the five language of instruction categories is reported. These are unduplicated times, since the five language categories are mutually exclusive.

Figure K-6: INSTRUCTIONAL QUESTIONS DURING BASIC SKILLS

For all basic skills areas combined, the average number and percentage of instructional questions recorded are reported by their scope (narrow or broad) and by the correctness of the response (correct or incorrect).

Figure K-7: INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING INSTRUCTION

For all basic skills areas combined, the amount of time spent in groups of size 1, 2-4, 5-7, 8-10, 11-13, and/or more is reported. The average size of the groups is also reported.

Figure K-8: INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH (PERSON)

For all basic skills areas combined, the amount of time spent in contact with each of seven categories of adults is reported. These are not unduplicated times as up to two adults could be coded per minute.

Figure K-9: SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

For the entire school day (6.5 hours), the amount of time spent in each of four locations is reported.

Figure K-10: SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENT'S OBSERVED - ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS

For eight areas other than basic skills, the average amount of time spent in each is reported.

Figure K-11: SCHOOL HOURS SPENT IN MANAGEMENT MISCELLANEOUS ACTIVITIES

The time reported in Management/Miscellaneous in the previous summary is broken down into five subcategories.

Figure K-1: SCHOOL HOURS SPENT IN EACH ACTIVITY
BY STUDENTS OBSERVED-ON TASK/OFF TASK

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

STUDENTS	BASIC SKILLS/MAJOR CONTENT AREAS																	
	READING/ LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED			ALL AREAS		
	ON	OFF	TOT	ON	OFF	TOT	ON	OFF	TOT	ON	OFF	TOT	ON	OFF	TOT	ON	OFF	TOT
	TASK	TASK	AL	TASK	TASK	AL	TASK	TASK	AL	TASK	TASK	AL	TASK	TASK	AL	TASK	TASK	AL
TITLE I STUDENTS *																		
GRADES 1-3 N= 61	2:16	1:06	2:21	3:38	1:02	4:40	1:14	1:01	1:15	1:04	1:00	1:04	1:11	1:01	1:11	3:22	1:10	3:31
GRADES 4-5 N= 53	1:54	1:06	1:01	3:37	1:01	3:38	1:20	1:01	1:21	1:08	1:00	1:08	1:05	1:00	1:06	3:04	1:09	3:14
GRADES 1-5 N=114	2:06	1:06	2:12	3:37	1:02	3:39	1:17	1:01	1:18	1:06	1:00	1:06	1:08	1:01	1:09	3:14	1:10	3:23
NON-TITLE I STUDENTS *																		
GRADES 1-3 N= 32	2:14	1:05	2:20	3:38	1:04	4:42	1:11	1:00	1:11	1:08	1:00	1:08	1:11	1:01	1:11	3:22	1:10	3:32
GRADES 4-5 N= 11	2:01	1:06	2:06	4:43	1:02	4:45	1:33	1:01	1:34	1:07	1:00	1:07	1:09	1:00	1:09	3:33	1:09	3:42
GRADES 1-5 N= 43	2:11	1:05	2:16	3:39	1:03	4:42	1:17	1:00	1:17	1:08	1:00	1:08	1:10	1:00	1:11	3:25	1:09	3:34
MIGRANT STUDENTS																		
GRADES 1-3 N= 21	2:33	1:01	2:34	3:35	1:00	3:35	1:05	1:00	1:05	1:11	1:00	1:11	1:03	1:00	1:03	2:27	1:01	3:28
GRADES 4-5 N= 14	2:29	1:02	2:31	3:32	1:02	3:34	1:25	1:00	1:25	1:07	1:00	1:07	1:02	1:00	1:02	3:36	1:04	3:40
GRADES 1-5 N= 35	2:32	1:01	2:33	3:34	1:01	3:35	1:13	1:00	1:13	1:09	1:00	1:09	1:03	1:00	1:03	3:31	1:02	3:32
LESA STUDENTS *																		
GRADES 1-3 N= 21	2:18	1:07	2:25	3:39	1:04	4:43	1:24	1:01	1:25	1:05	1:00	1:05	1:03	1:00	1:03	3:29	1:12	3:41
GRADES 4-5 N= 15	2:04	1:05	2:09	4:41	1:03	4:45	1:19	1:00	1:20	1:08	1:00	1:08	1:01	1:00	1:01	3:14	1:09	3:23
GRADES 1-5 N= 36	2:12	1:06	2:18	4:40	1:04	4:44	1:22	1:00	1:22	1:07	1:00	1:07	1:02	1:00	1:02	3:23	1:11	3:34

* LEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTION PROVIDED BY THE COUNSELOR, INSTRUCTIONAL GAMES,

Figure K-2: CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREAS

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: READING/LANGUAGE ARTS PAGE 1 OF 6

STUDENTS														*****
	COMP- REHEN- SION	LISTEN PERCEP -TUAL	HAND- WRIT- ING	ORAL EXPRES- SION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE- COMPOS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER	IN ALL CON- TENT AREAS
TITLE I STUDENTS *														
GRADES 1-3 N= 61	152	117	108	102	143	124	141	129	103	102	107	102	106	2121
GRADES 4-5 N= 53	137	117	104	104	145	127	133	110	102	108	110	101	104	2101
GRADES 1-5 N=114	145	117	106	103	144	125	137	120	103	105	108	101	105	2112
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32	1104	124	105	105	146	129	140	129	102	105	104	101	106	2120
GRADES 4-5 N= 11	149	114	103	103	142	126	141	108	106	116	109	101	104	2106
GRADES 1-5 N= 43	1100	121	104	104	145	128	140	124	103	108	105	101	106	2116
MIGRANT STUDENTS														
GRADES 1-3 N= 21	125	120	104	105	144	116	118	141	104	102	109	100	103	2134
GRADES 4-5 N= 14	126	118	104	105	133	113	126	118	105	108	129	101	100	2131
GRADES 1-5 N= 35	125	119	104	105	140	115	121	132	104	104	117	100	102	2133
LESA STUDENTS *														
GRADES 1-3 N= 21	143	118	110	105	156	121	128	116	105	103	108	100	105	2125
GRADES 4-5 N= 15	134	122	109	107	153	122	118	106	101	107	107	100	105	2109
GRADES 1-5 N= 36	139	120	110	106	155	121	124	112	104	104	107	100	105	2118

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: MATH

PAGE 2 OF 6

STUDENTS	***** * TIME * * IN ALL * * CON- * * TENT * * AREAS *													
	* COMP- * REHEN- * SION	* LIEN- * PERCEP * TUAL	* HAND- * WRIT- * ING	* ORAL * EXPRE- * SSION	* READ- * SILENT * ORAL	* SPELL- * ING * SKILLS	* VOCAB- * ULARY * SKILLS	* WORD * ATTACK * SKILLS	* WRITE- * COMPOS * ITION	* STUDY- * ING * SKILLS	* WRITE- * GRAM- * MAR	* LITER- * ARY * SKILLS	* OTHER	
TITLE 1 STUDENTS *														
GRADES 1-3 N= 61	138	102	100	100	101	100	100	100	100	100	100	100	101	140
GRADES 4-5 N= 53	138	102	100	100	101	100	100	100	100	100	100	100	100	138
GRADES 1-5 N=114	138	102	100	100	101	100	100	100	100	100	100	100	100	139
NON-TITLE 1 STUDENTS *														
GRADES 1-3 N= 32	140	103	100	100	100	100	100	100	100	100	100	100	101	142
GRADES 4-5 N= 11	144	100	100	100	100	100	100	100	100	101	100	100	101	145
GRADES 1-5 N= 43	141	103	100	100	100	100	100	100	100	100	100	100	101	142
MIGRANT STUDENTS														
GRADES 1-3 N= 21	134	100	100	100	100	100	100	100	100	100	100	100	101	135
GRADES 4-5 N= 14	134	100	100	100	100	100	100	100	100	100	100	100	100	134
GRADES 1-5 N= 35	134	100	100	100	100	100	100	100	100	100	100	100	101	135
LESA STUDENTS *														
GRADES 1-3 N= 21	141	101	100	100	101	100	100	100	100	100	100	100	100	143
GRADES 4-5 N= 15	143	101	100	100	100	100	100	100	100	100	100	100	101	145
GRADES 1-5 N= 36	142	101	100	100	101	100	100	100	100	100	100	100	100	144

* LEA STUDENTS ARE A SUBSET OF TITLE 1 AND NON-TITLE 1 STUDENTS (31 ARE TITLE 1 AND 5 ARE NON-TITLE 1).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SOCIAL STUDIES

PAGE 3 OF 6

* TIME *														
* IN ALL *														
* CON- *														
* TENT *														
* AREAS *														

STUDENTS	* COMP- * REHEN- * STION	* LIEN- * PERCEP * TUAL	* HAND- * WRIT- * ING	* ORAL * EXPRE- * SSION	* READ- * SILENT * ORAL	* SPELL- * ING * SKILLS	* VOCAB- * ULARY * SKILLS	* WORD * ATTACK * SKILLS	* WRITE- * COMPOS * ITION	* STUDY- * ING * SKILLS	* WRITE- * GRAM- * MAR	* LITER- * ARY * SKILLS	* OTHER	

TITLE 1 STUDENTS *														

GRADES 1-3 N= 61	:05	:07	:00	:01	:01	:01	:00	:00	:00	:02	:00	:00	:02	:15
GRADES 4-5 N= 53	:08	:07	:00	:01	:03	:01	:02	:00	:01	:06	:00	:00	:01	:21
GRADES 1-5 N=114	:06	:07	:00	:01	:02	:01	:01	:00	:00	:03	:00	:00	:02	:18

NON-TITLE 1 STUDENTS *														

GRADES 1-3 N= 32	:06	:07	:00	:01	:02	:00	:02	:01	:00	:03	:00	:00	:00	:11
GRADES 4-5 N= 11	:19	:07	:00	:00	:03	:00	:00	:00	:00	:16	:00	:00	:01	:34
GRADES 1-5 N= 43	:10	:07	:00	:01	:02	:00	:01	:01	:00	:06	:00	:00	:00	:17

MIGRANT STUDENTS														

GRADES 1-3 N= 21	:00	:02	:00	:00	:01	:00	:00	:00	:00	:02	:00	:00	:00	:05
GRADES 4-5 N= 14	:04	:04	:00	:00	:01	:00	:01	:00	:00	:17	:00	:00	:01	:25
GRADES 1-5 N= 35	:02	:02	:00	:00	:01	:00	:00	:00	:00	:08	:00	:00	:01	:13

LESA STUDENTS *														

GRADES 1-3 N= 21	:10	:10	:00	:01	:01	:01	:01	:00	:00	:06	:00	:00	:02	:25
GRADES 4-5 N= 15	:12	:03	:00	:00	:03	:02	:02	:00	:00	:02	:02	:00	:03	:20
GRADES 1-5 N= 36	:11	:07	:00	:01	:02	:01	:01	:00	:00	:04	:01	:00	:02	:22

* LESEA STUDENTS ARE A SUBSET OF TITLE 1 AND NON-TITLE 1 STUDENTS (31 ARE TITLE 1 AND 5 ARE NON-TITLE 1).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: SCIENCE

PAGE 4 OF 6

STUDENTS	*****													TIME	
	COMP-REHEN- SION	LISTEN- PERCEP- TUAL	HAND- WRIT- ING	ORAL EXPRE- SSION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE- COMPOS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER AREAS	IN ALL CUN- TENT	AREAS
TITLE I STUDENTS *															
GRADES 1-3 N= 61	102	101	100	101	100	100	100	100	100	100	100	100	101	104	
GRADES 4-5 N= 53	105	103	100	101	101	100	100	100	100	100	100	100	100	108	
GRADES 1-5 N=114	104	102	100	101	101	100	100	100	100	100	100	100	100	106	
NON-TITLE I STUDENTS *															
GRADES 1-3 N= 32	105	102	100	101	100	100	100	100	101	100	100	100	100	108	
GRADES 4-5 N= 11	103	100	100	100	100	100	101	100	100	100	100	100	102	107	
GRADES 1-5 N= 43	104	101	100	101	100	100	101	100	101	100	100	100	101	108	
MIGRANT STUDENTS															
GRADES 1-3 N= 21	103	106	100	100	100	100	101	100	100	100	100	100	101	111	
GRADES 4-5 N= 14	104	101	100	100	102	100	100	100	100	100	100	100	100	107	
GRADES 1-5 N= 35	103	104	100	100	101	100	101	100	100	100	100	100	101	109	
LESA STUDENTS *															
GRADES 1-3 N= 21	105	102	100	101	100	100	100	100	100	100	100	100	100	105	
GRADES 4-5 N= 15	107	105	100	100	103	100	100	100	100	100	100	100	100	108	
GRADES 1-5 N= 36	105	103	100	101	101	100	100	100	100	100	100	100	100	107	

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: UNDETERMINED

PAGE 5 OF 6

STUDENTS														***** TIME IN ALL CON- TENT AREAS	
	COMP- REHEN- SION	LISTEN- PERCEP- TUAL	HAND- WRIT- ING	ORAL EXPRES- SION	READ- SILENT ORAL	SPELL- ING SKILLS	VOCAB- ULARY SKILLS	WORD ATTACK SKILLS	WRITE- COMPOS- ITION	STUDY- ING SKILLS	WRITE- GRAM- MAR	LITER- ARY SKILLS	OTHER		
TITLE I STUDENTS *															
GRADES 1-3 N= 61	102	103	101	100	102	100	101	100	100	101	100	100	104	111	
GRADES 4-5 N= 53	101	101	102	100	100	100	100	100	100	100	100	100	102	106	
GRADES 1-5 N=114	102	102	101	100	101	100	101	100	100	100	100	100	103	109	
NON-TITLE I STUDENTS *															
GRADES 1-3 N= 32	102	104	100	102	102	100	101	101	100	100	100	100	104	111	
GRADES 4-5 N= 11	106	102	101	102	100	100	100	100	100	100	100	100	102	109	
GRADES 1-5 N= 43	103	104	100	102	101	100	100	100	100	100	100	100	103	111	
MIGRANT STUDENTS															
GRADES 1-3 N= 21	101	101	100	101	100	100	100	100	100	100	100	100	100	103	
GRADES 4-5 N= 14	100	102	100	100	100	100	100	100	100	100	100	100	100	102	
GRADES 1-5 N= 35	100	101	100	100	100	100	100	100	100	100	100	100	100	103	
LESA STUDENTS *															
GRADES 1-3 N= 21	102	101	100	100	101	100	100	100	103	100	100	100	101	103	
GRADES 4-5 N= 15	101	100	100	100	100	100	100	100	100	100	100	100	100	101	
GRADES 1-5 N= 36	101	101	100	100	100	100	100	100	100	100	100	100	101	102	

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

CONTENT OF INSTRUCTION DURING THE BASIC SKILLS AREA OF: ALL BASIC SKILLS AREAS PAGE 6 OF 6

*****														*****
														TIME
														IN ALL
* COMP- LISTEN HAND- ORAL READ- SPELL- VOCAB- WORD WRITE- STUDY- WRITE- LITER-														* CON-
* REHEN- PERCEP WRIT- EXPRE- SILENT ING ULARY ATTACK COMPOS ING GRAM- ARY														* TENS
* STION -TUAL ING SSION ORAL SKILLS SKILLS SKILLS -ITION SKILLS MAR SKILLS OTHER														* AREAS
STUDENTS														
TITLE I STUDENTS *														
GRADES 1-7 N= 61														
1140	129	109	105	146	125	142	129	103	104	107	102	113	3:31	
GRADES 4-5 N= 53														
1128	130	106	106	150	128	136	110	103	114	110	101	107	3:14	
GRADES 1-5 N=114														
1134	130	108	105	148	126	139	120	103	109	108	101	110	3:23	
NON-TITLE I STUDENTS *														
GRADES 1-3 N= 32														
1157	140	105	109	150	129	143	130	104	108	104	101	111	3:32	
GRADES 4-5 N= 11														
2101	123	104	105	145	126	142	108	106	133	109	101	111	3:42	
GRADES 1-5 N= 43														
1158	135	105	108	149	128	143	125	104	115	105	101	111	3:34	
MIGRANT STUDENTS														
GRADES 1-3 N= 21														
1104	128	104	105	145	116	120	141	104	104	109	100	105	3:28	
GRADES 4-5 N= 14														
1107	125	104	105	136	113	126	118	105	125	129	101	102	3:40	
GRADES 1-5 N= 35														
1105	127	104	105	141	115	122	132	104	112	117	100	104	3:32	
LESA STUDENTS *														
GRADES 1-3 N= 21														
1140	132	110	107	159	122	129	116	105	108	108	100	108	3:41	
GRADES 4-5 N= 15														
1137	131	109	108	158	123	120	106	101	109	108	100	108	3:23	
GRADES 1-5 N= 36														
1139	131	110	107	159	122	125	112	104	109	108	100	108	3:34	

* LEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-3: PREDOMINANT MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION

334

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

2-100

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	1:25	1:21	1:36	1:11	1:07	2:21	1:27	1:09	1:05	1:03	1:01	1:40
GRADES 4-5 N= 53	1:24	1:17	1:27	1:06	1:03	2:01	1:27	1:09	1:07	1:01	1:01	1:38
GRADES 1-5 N=114	1:24	1:19	1:32	1:09	1:05	2:12	1:27	1:09	1:07	1:02	1:01	1:39
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	1:32	1:25	1:34	1:09	1:06	2:20	1:32	1:10	1:05	1:02	1:03	1:42
GRADES 4-5 N= 11	1:24	1:24	1:28	1:03	1:04	2:06	1:26	1:15	1:15	1:01	1:01	1:45
GRADES 1-5 N= 43	1:30	1:25	1:35	1:07	1:06	2:16	1:31	1:11	1:08	1:02	1:02	1:42
MIGRANT STUDENTS												
GRADES 1-3 N= 21	1:38	1:46	1:05	1:20	1:06	2:34	1:24	1:21	1:10	1:02	1:02	1:35
GRADES 4-5 N= 14	1:36	1:54	1:08	1:11	1:02	2:31	1:30	1:26	1:07	1:01	1:00	1:34
GRADES 1-5 N= 35	1:37	1:49	1:06	1:16	1:04	2:33	1:27	1:23	1:09	1:02	1:01	1:35
LESA STUDENTS *												
GRADES 1-3 N= 21	1:17	1:22	1:36	1:08	1:05	2:25	1:23	1:10	1:09	1:02	1:01	1:43
GRADES 4-5 N= 15	1:24	1:16	1:26	1:03	1:02	2:09	1:24	1:11	1:09	1:00	1:00	1:45
GRADES 1-5 N= 36	1:20	1:19	1:32	1:06	1:04	2:18	1:23	1:11	1:09	1:01	1:00	1:44

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES						SCIENCE					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:02	:00	:09	:01	:03	:15	:01	:00	:02	:01	:01	:04
GRADES 4-5 N= 53	:08	:03	:11	:01	:01	:21	:02	:01	:06	:00	:01	:08
GRADES 1-5 N=114	:05	:01	:10	:01	:02	:18	:01	:00	:04	:00	:01	:06
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:02	:01	:07	:00	:01	:11	:02	:01	:04	:00	:02	:08
GRADES 4-5 N= 11	:19	:00	:18	:01	:02	:34	:03	:01	:06	:00	:00	:07
GRADES 1-5 N= 43	:07	:01	:10	:00	:01	:17	:02	:01	:04	:00	:02	:08
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:01	:01	:04	:00	:01	:05	:01	:01	:09	:00	:01	:11
GRADES 4-5 N= 14	:07	:04	:18	:01	:02	:25	:04	:02	:05	:00	:00	:07
GRADES 1-5 N= 35	:03	:02	:09	:00	:01	:13	:02	:01	:07	:00	:01	:09
LESA STUDENTS *												
GRADES 1-3 N= 21	:04	:00	:18	:01	:02	:25	:01	:00	:04	:01	:00	:05
GRADES 4-5 N= 15	:04	:01	:13	:00	:01	:20	:03	:00	:06	:00	:00	:08
GRADES 1-5 N= 36	:04	:01	:16	:00	:02	:22	:02	:00	:05	:01	:00	:07

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PREDOMINANT MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:05	:01	:04	:00	:02	:11	2:01	:31	:59	:15	:14	3:31
GRADES 4-5 N= 53	:03	:01	:01	:00	:01	:06	2:04	:30	:53	:07	:06	3:14
GRADES 1-5 N=114	:04	:01	:03	:00	:01	:09	2:02	:31	:56	:12	:10	3:23
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:04	:01	:03	:01	:03	:11	2:13	:37	:53	:12	:15	3:32
GRADES 4-5 N= 11	:01	:00	:08	:00	:00	:09	2:13	:40	1:25	:06	:08	3:42
GRADES 1-5 N= 43	:04	:01	:04	:00	:02	:11	2:13	:38	1:01	:10	:13	3:34
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:00	:00	:03	:00	:00	:03	2:05	1:09	1:30	:22	:10	3:28
GRADES 4-5 N= 14	:00	:00	:02	:00	:00	:02	2:17	1:26	1:41	:13	:03	3:40
GRADES 1-5 N= 35	:00	:00	:03	:00	:00	:03	2:10	1:16	1:34	:18	:07	3:32
LESA STUDENTS *												
GRADES 1-3 N= 21	:01	:00	:02	:00	:00	:03	1:45	:33	1:09	:12	:08	3:41
GRADES 4-5 N= 15	:00	:00	:01	:00	:00	:01	1:55	:28	:55	:03	:03	3:23
GRADES 1-5 N= 36	:00	:00	:02	:00	:00	:02	1:49	:31	1:03	:09	:06	3:34

* LEsa STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-4: SECONDARY MODE OF INSTRUCTION
DURING BASIC SKILLS INSTRUCTION

341

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

STUDENTS	READING/LANGUAGE ARTS						MATH					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:06	:31	:06	:19	:03	2:21	:01	:17	:01	:04	:01	:40
GRADES 4-5 N= 53	:03	:35	:06	:08	:01	2:01	:01	:15	:02	:02	:00	:38
GRADES 1-5 N=114	:04	:33	:06	:14	:02	2:12	:01	:16	:02	:03	:00	:39
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:03	:32	:13	:20	:01	2:20	:01	:17	:03	:02	:00	:42
GRADES 4-5 N= 11	:02	:30	:03	:08	:01	2:06	:02	:17	:00	:04	:00	:45
GRADES 1-5 N= 43	:03	:32	:10	:17	:01	2:16	:01	:17	:02	:03	:00	:42
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:06	:09	:09	:13	:01	2:34	:02	:01	:02	:02	:01	:35
GRADES 4-5 N= 14	:05	:03	:07	:09	:01	2:31	:00	:00	:02	:02	:00	:34
GRADES 1-5 N= 35	:06	:06	:08	:11	:01	2:33	:01	:00	:02	:02	:01	:35
LESA STUDENTS *												
GRADES 1-3 N= 21	:11	:26	:04	:20	:01	2:25	:01	:17	:01	:06	:01	:43
GRADES 4-5 N= 15	:05	:30	:04	:08	:00	2:09	:03	:20	:00	:03	:00	:45
GRADES 1-5 N= 36	:09	:27	:04	:15	:01	2:18	:02	:18	:01	:05	:01	:44

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES						SCIENCE					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	:00	:02	:01	:02	:00	:15	:00	:00	:00	:00	:00	:04
GRADES 4-5 N= 53	:01	:03	:02	:01	:01	:21	:00	:00	:00	:01	:00	:08
GRADES 1-5 N=114	:00	:02	:01	:02	:00	:18	:00	:00	:00	:01	:00	:06
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	:00	:01	:02	:02	:00	:11	:00	:00	:01	:01	:01	:08
GRADES 4-5 N= 11	:00	:11	:00	:02	:01	:34	:00	:00	:00	:01	:00	:07
GRADES 1-5 N= 43	:00	:03	:01	:02	:00	:17	:00	:00	:01	:01	:01	:08
MIGRANT STUDENTS												
GRADES 1-3 N= 21	:00	:00	:00	:00	:00	:05	:00	:00	:00	:00	:00	:11
GRADES 4-5 N= 14	:00	:03	:02	:01	:01	:25	:00	:00	:00	:00	:00	:07
GRADES 1-5 N= 35	:00	:01	:01	:00	:01	:13	:00	:00	:00	:00	:00	:09
LESA STUDENTS *												
GRADES 1-3 N= 21	:01	:02	:01	:04	:00	:25	:00	:01	:00	:01	:01	:05
GRADES 4-5 N= 15	:01	:05	:00	:04	:00	:20	:00	:00	:00	:02	:00	:08
GRADES 1-5 N= 36	:01	:04	:00	:04	:00	:22	:00	:00	:00	:01	:01	:07

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

SECONDARY MODE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED						ALL BASIC SKILLS AREAS					
	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME	READ	WRITE	LISTEN	SPEAK	NO LANG	TIME
TITLE I STUDENTS *												
GRADES 1-3 N= 61	100	103	100	101	101	111	108	153	109	126	104	3:31
GRADES 4-5 N= 53	100	102	100	101	100	106	105	155	112	113	101	3:14
GRADES 1-5 N=114	100	103	100	101	101	109	106	154	110	120	103	3:23
NON-TITLE I STUDENTS *												
GRADES 1-3 N= 32	100	100	102	101	100	111	104	150	120	126	102	3:32
GRADES 4-5 N= 11	100	101	100	103	100	109	104	159	103	118	101	3:42
GRADES 1-5 N= 43	100	101	101	101	100	111	104	152	116	124	102	3:34
MIGRANT STUDENTS												
GRADES 1-3 N= 21	100	100	100	100	100	103	108	110	111	115	103	3:28
GRADES 4-5 N= 14	100	100	100	100	100	102	106	106	112	112	102	3:40
GRADES 1-5 N= 35	100	100	100	100	100	103	107	108	111	114	102	3:32
LESA STUDENTS *												
GRADES 1-3 N= 21	100	100	100	101	100	103	113	145	106	131	103	3:41
GRADES 4-5 N= 15	100	100	100	101	100	101	109	155	104	117	100	3:23
GRADES 1-5 N= 36	100	100	100	101	100	102	112	150	105	125	102	3:34

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-5: LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 1 OF 3

STUDENTS	READING/LANGUAGE ARTS					MATH				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE I STUDENTS *										
GRADES 1-3 N= 61	2110	109	100	100	102	138	101	100	100	100
GRADES 4-5 N= 53	1154	105	101	100	100	137	100	101	100	100
GRADES 1-5 N=114	2102	107	101	100	101	138	101	101	100	100
NON-TITLE I STUDENTS *										
GRADES 1-3 N= 32	2114	105	100	100	101	141	100	100	100	101
GRADES 4-5 N= 11	2104	101	100	100	101	145	100	100	100	100
GRADES 1-5 N= 43	2111	104	100	100	101	142	100	100	100	100
MIGRANT STUDENTS										
GRADES 1-3 N= 21	2108	122	101	100	102	135	100	100	100	100
GRADES 4-5 N= 14	2114	115	102	100	100	134	100	100	100	100
GRADES 1-5 N= 35	2110	119	101	100	101	135	100	100	100	100
LESA STUDENTS *										
GRADES 1-3 N= 21	1159	124	101	101	101	139	104	100	100	100
GRADES 4-5 N= 15	1151	116	102	100	100	141	100	104	100	100
GRADES 1-5 N= 36	1156	120	101	100	100	140	102	102	100	100

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 2 OF 3

STUDENTS	SOCIAL STUDIES					SCIENCE				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE 1 STUDENTS *										
GRADES 1-3 N= 61	115	100	100	100	100	102	101	100	100	101
GRADES 4-5 N= 93	121	100	100	100	100	100	100	100	100	100
GRADES 1-5 N=114	118	100	100	100	100	105	101	100	100	100
NON-TITLE 1 STUDENTS *										
GRADES 1-3 N= 32	111	100	100	100	100	107	100	100	100	101
GRADES 4-5 N= 11	134	100	100	100	100	107	100	100	100	100
GRADES 1-5 N= 43	117	100	100	100	100	107	100	100	100	101
MIGRANT STUDENTS										
GRADES 1-3 N= 21	105	100	100	100	100	107	103	100	100	100
GRADES 4-5 N= 14	124	100	102	100	100	107	100	100	100	100
GRADES 1-5 N= 35	112	100	101	100	100	107	102	100	100	100
LESA STUDENTS *										
GRADES 1-3 N= 21	125	100	100	100	100	101	103	101	100	100
GRADES 4-5 N= 15	119	100	100	100	100	108	100	100	100	100
GRADES 1-5 N= 36	122	100	100	100	100	104	102	100	100	100

* LESEA STUDENTS ARE A SUBSET OF TITLE 1 AND NON-TITLE 1 STUDENTS (31 ARE TITLE 1 AND 5 ARE NON-TITLE 1).

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

LANGUAGE OF INSTRUCTION DURING BASIC SKILLS INSTRUCTION PAGE 3 OF 3

STUDENTS	UNDETERMINED					ALL BASIC SKILLS AREAS				
	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG	ENGLISH	SPANISH	MIXED	UNKNOWN	NO LANG
TITLE I STUDENTS *										
GRADES 1-3 N= 61	:10	:01	:00	:00	:01	3:15	:12	:01	:00	:04
GRADES 4-5 N= 53	:06	:00	:00	:00	:00	3:06	:05	:02	:00	:00
GRADES 1-5 N=114	:08	:00	:00	:00	:00	3:11	:09	:01	:00	:02
NON-TITLE I STUDENTS *										
GRADES 1-3 N= 32	:10	:01	:00	:00	:00	3:23	:06	:00	:00	:03
GRADES 4-5 N= 11	:09	:00	:00	:00	:00	3:39	:01	:00	:00	:01
GRADES 1-5 N= 43	:10	:01	:00	:00	:00	3:27	:05	:00	:00	:02
MIGRANT STUDENTS										
GRADES 1-3 N= 21	:03	:00	:00	:00	:00	2:58	:26	:01	:00	:02
GRADES 4-5 N= 14	:00	:00	:00	:00	:02	3:19	:15	:04	:00	:03
GRADES 1-5 N= 35	:02	:00	:00	:00	:01	3:07	:21	:02	:00	:02
LESA STUDENTS *										
GRADES 1-3 N= 21	:01	:02	:00	:00	:00	3:05	:32	:02	:01	:01
GRADES 4-5 N= 15	:01	:00	:00	:00	:00	2:01	:16	:06	:00	:00
GRADES 1-5 N= 36	:01	:01	:00	:00	:00	3:04	:25	:04	:01	:00

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-6: INSTRUCTIONAL QUESTIONS DURING BASIC SKILLS

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

INSTRUCTIONAL QUESTIONS DURING BASIC SKILLS

STUDENTS	SCOPE OF QUESTIONS*				CORRECTNESS OF RESPONSE*			
	NARROW		BROAD		CORRECT		INCORRECT	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
TITLE 1 STUDENTS *								
GRADES 1-3 N= 61	25	89.3%	3	10.7%	25	89.3%	3	10.7%
GRADES 4-5 N= 53	18	90.0%	2	10.0%	18	90.0%	2	10.0%
GRADES 1-5 N=114	22	88.0%	3	12.0%	22	88.0%	3	12.0%
NON-TITLE 1 STUDENTS *								
GRADES 1-3 N= 32	23	85.2%	4	14.8%	25	92.6%	2	7.4%
GRADES 4-5 N= 11	28	90.3%	3	9.7%	28	93.3%	2	6.7%
GRADES 1-5 N= 43	24	85.7%	4	14.3%	26	92.9%	2	7.1%
MIGRANT STUDENTS								
GRADES 1-3 N= 21	24	100.0%	0	0.0%	21	91.3%	2	8.7%
GRADES 4-5 N= 14	17	100.0%	0	0.0%	15	88.2%	2	11.8%
GRADES 1-5 N= 35	21	100.0%	0	0.0%	19	90.5%	2	9.5%
LESA STUDENTS *								
GRADES 1-3 N= 21	15	93.8%	1	6.3%	15	93.8%	1	6.3%
GRADES 4-5 N= 15	12	92.3%	1	7.7%	12	92.3%	1	7.7%
GRADES 1-5 N= 36	14	93.3%	1	6.7%	14	93.3%	1	6.7%

* LESA STUDENTS ARE A SUBSET OF TITLE 1 AND NON-TITLE 1 STUDENTS (31 ARE TITLE 1 AND 5 ARE NON-TITLE 1).

* ACTUAL NUMBER OF QUESTIONS AND ANSWERS MAY BE UNDERESTIMATED.
RESULTS ARE PRESENTED TO SHOW RELATIVE FREQUENCY OF BROAD AND
NARROW QUESTIONS AND CORRECT AND INCORRECT RESPONSES.

Figure K-7: INSTRUCTIONAL TIME SPENT IN GROUPS
OF VARIOUS SIZES DURING BASIC SKILLS

354

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

INSTRUCTIONAL TIME SPENT IN GROUPS OF VARIOUS SIZES DURING BASIC SKILLS

STUDENTS	1	2-4	5-7	8-10	11-13	14 OR GREATER	AVERAGE SIZE OF GROUP
TITLE I STUDENTS *							
GRADES 1-3 N= 61	1:26	1:17	1:14	1:08	1:08	1:18	9.07
GRADES 4-5 N= 53	1:21	1:21	1:14	1:07	1:06	1:05	9.09
GRADES 1-5 N=114	1:24	1:19	1:14	1:08	1:07	1:12	9.08
NON-TITLE I STUDENTS *							
GRADES 1-3 N= 32	1:31	1:15	1:17	1:09	1:05	1:15	8.62
GRADES 4-5 N= 11	1:54	1:03	1:07	1:08	1:05	1:25	9.88
GRADES 1-5 N= 43	1:37	1:12	1:15	1:09	1:05	1:17	8.95
MIGRANT STUDENTS							
GRADES 1-3 N= 21	1:31	1:24	1:11	1:04	1:05	1:12	8.49
GRADES 4-5 N= 14	1:40	1:27	1:17	1:05	1:02	1:09	7.53
GRADES 1-5 N= 35	1:34	1:26	1:14	1:05	1:03	1:11	8.09
LESA STUDENTS *							
GRADES 1-3 N= 21	1:19	1:19	1:14	1:06	1:01	1:42	10.04
GRADES 4-5 N= 15	1:59	1:20	1:20	1:06	1:09	1:29	10.73
GRADES 1-5 N= 36	1:11	1:19	1:16	1:06	1:04	1:37	10.31

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-8: INSTRUCTIONAL HOURS DURING WHICH
STUDENTS WERE IN CONTACT WITH (PERSON)

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH...

STUDENTS	CLASSROOM TEACHER	OTHER TEACHER	TITLE I OR MIGRANT TEACHER	COUNSELOR	TITLE I AIDE	OTHER AIDE	NO ONE
TITLE I STUDENTS *							
GRADES 1-3 N= 61	1:24	1:13	1:14	1:00	1:02	1:02	1:36
GRADES 4-5 N= 53	1:55	1:14	1:11	1:00	1:01	1:01	1:52
GRADES 1-5 N=114	1:10	1:13	1:13	1:00	1:02	1:02	1:43
NON-TITLE I STUDENTS *							
GRADES 1-3 N= 32	1:21	1:20	1:03	1:00	1:00	1:05	1:43
GRADES 4-5 N= 11	1:14	1:16	1:02	1:00	1:00	1:12	1:50
GRADES 1-5 N= 43	1:19	1:19	1:03	1:00	1:00	1:07	1:46
MIGRANT STUDENTS							
GRADES 1-3 N= 21	1:22	1:03	1:16	1:00	1:00	1:16	1:31
GRADES 4-5 N= 14	1:04	1:11	1:22	1:00	1:00	1:09	1:54
GRADES 1-5 N= 35	1:14	1:07	1:19	1:00	1:00	1:13	1:40
LESA STUDENTS *							
GRADES 1-3 N= 21	1:28	1:16	1:09	1:00	1:01	1:09	1:38
GRADES 4-5 N= 15	1:52	1:14	1:09	1:00	1:01	1:05	2:01
GRADES 1-5 N= 36	1:13	1:16	1:09	1:00	1:01	1:07	1:48

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

Figure K-9: SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

PUPIL ACTIVITIES RECORD - REVISED (PAR-R)
1978-1979

SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS

STUDENTS	SCHOOL HOURS SPENT IN DIFFERENT SCHOOL LOCATIONS			
	CLASSROOM	READING LAB	SCHOOL LIBRARY	OTHER *
TITLE I STUDENTS *				
GRADES 1-3 N= 61	4:32	1:25	1:06	1:28
GRADES 4-5 N= 53	3:58	1:21	1:07	2:04
GRADES 1-5 N=114	4:16	1:23	1:07	1:44
NON-TITLE I STUDENTS *				
GRADES 1-3 N= 32	4:42	1:04	1:08	1:36
GRADES 4-5 N= 11	4:42	1:07	1:02	1:38
GRADES 1-5 N= 43	4:42	1:05	1:07	1:37
MIGRANT STUDENTS				
GRADES 1-3 N= 21	4:33	1:17	1:10	1:31
GRADES 4-5 N= 14	4:16	1:19	1:09	1:46
GRADES 1-5 N= 35	4:26	1:18	1:09	1:37
LESA STUDENTS *				
GRADES 1-3 N= 21	4:30	1:20	1:09	1:31
GRADES 4-5 N= 15	3:51	1:23	1:13	2:03
GRADES 1-5 N= 36	4:14	1:21	1:11	1:45

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I)

* ALL SCHOOL LOCATIONS OTHER THAN CLASSROOMS, READING LABS, AND LIBRARY. INCLUDES HALLWAYS, AUDITORIUM, LUNCHEON, RESTROOM, AND ART ACTIVITIES OUT OF THE CLASSROOM.

Figure K-10: SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED-
ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED

ACTIVITIES OTHER THAN BASIC SKILLS/MAJOR CONTENT AREAS									
	ART	MUSIC	P. E.	EXT. PE	LUNCH	BETWEEN CLASS	OTHER *	MGMT./ MISC.**	TOTAL
TITLE I STUDENTS *									
GRADES 1-3 N= 61	113	112	114	108	132	112	105	1123	2159
GRADES 4-5 N= 53	112	111	123	104	130	112	115	1129	3116
GRADES 1-5 N=114	113	112	118	106	131	112	109	1126	3107
NON-TITLE I STUDENTS *									
GRADES 1-3 N= 32	111	115	114	106	132	110	109	1122	2158
GRADES 4-5 N= 11	114	116	115	104	129	112	108	1110	2148
GRADES 1-5 N= 43	112	115	114	106	131	111	109	1119	2156
MIGRANT STUDENTS									
GRADES 1-3 N= 21	113	103	109	111	131	116	109	1131	3102
GRADES 4-5 N= 14	107	118	109	122	129	116	110	1159	2151
GRADES 1-5 N= 35	110	109	109	116	130	116	110	1118	2158
LESA STUDENTS *									
GRADES 1-3 N= 21	111	111	115	106	134	109	103	1120	2148
GRADES 4-5 N= 15	112	112	125	105	135	110	111	1117	3107
GRADES 1-5 N= 36	111	112	119	106	134	110	106	1119	2156

* LESEA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, SCHOOL FAIR.

** EXAMPLES OF MGMT./MISC. ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENTS, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS.

78.51

Figure K-11: SCHOOL HOURS SPENT IN MANAGEMENT MISCELLANEOUS ACTIVITIES

363

K-39

SCHOOL HOURS SPENT IN MANAGEMENT/MISCELLANEOUS ACTIVITIES

STUDENTS	DIRECTS *	CLEAN UP *	CLASS CONTROL *	TRANSITION *	OTHER *	TOTAL
TITLE I STUDENTS *						
GRADES 1-3 N= 61	:14	:03	:01	:24	:41	1:23
GRADES 4-5 N= 53	:13	:01	:02	:19	:54	1:29
GRADES 1-5 N=114	:13	:02	:01	:21	:47	1:26
NON-TITLE I STUDENTS *						
GRADES 1-3 N= 32	:10	:03	:01	:21	:47	1:22
GRADES 4-5 N= 11	:08	:00	:00	:21	:40	1:10
GRADES 1-5 N= 43	:10	:02	:01	:21	:45	1:19
MIGRANT STUDENTS						
GRADES 1-3 N= 21	:01	:02	:01	:34	:52	1:31
GRADES 4-5 N= 14	:01	:01	:01	:26	:31	:59
GRADES 1-5 N= 35	:01	:01	:01	:31	:44	1:18
LESA STUDENTS *						
GRADES 1-3 N= 21	:22	:03	:01	:18	:36	1:20
GRADES 4-5 N= 15	:18	:00	:01	:16	:42	1:17
GRADES 1-5 N= 36	:20	:02	:01	:17	:38	1:19

* LESA STUDENTS ARE A SUBSET OF TITLE I AND NON-TITLE I STUDENTS (31 ARE TITLE I AND 5 ARE NON-TITLE I).

- * DIRECTS: STUDENT IS LISTENING TO DIRECTIONS FROM TEACHER THAT ARE RELATED TO WHAT THE STUDENT IS TO DO RATHER THAN HOW TO DO IT.
- CLEAN UP: STUDENT IS INVOLVED IN CLEAN UP ACTIVITIES SUCH AS THROWING AWAY PAPERS, WIPING DOWN TABLES, ETC.
- CLASS CONTROL: TEACHER IS INVOLVED IN DISCIPLINARY ACTION WHICH AFFECTS THE STUDENT UNDER OBSERVATION SO THAT NO INSTRUCTIONAL ACTIVITY IN THE BASIC SKILLS/MAJOR CONTENT AREAS IS OCCURRING FOR THE STUDENT.
- TRANSITION: STUDENT IS INVOLVED IN SHIFTING FROM ONE ACTIVITY TO ANOTHER. INCLUDES PUTTING UP MATERIALS, GETTING OUT MATERIALS, AND ALL LINE-UP TIME.
- OTHER: STUDENT IS NOT INVOLVED IN INSTRUCTIONAL ACTIVITY FOR SOME REASON OTHER THAN THOSE LISTED IN THE FOUR SUBCATEGORIES ABOVE. INCLUDES ANNOUNCEMENTS, ROLL CALL, TAKING UP LUNCH MONEY, ETC.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 14, 1979

TO: Principals of Allison, Becker, Brooke, Dawson, and Ortega

FROM: Myron Friedman, Title I Migrant Evaluator

SUBJECT: Classroom Observations Referred to in Memo from Office of
Research and Evaluation--Dated: November 21, 1978

This is to remind you that Title I Migrant Evaluation will be observing classrooms in your school. The observations are scheduled to occur at randomly selected dates between February 19, 1979, and April 30, 1979.

The observations will be conducted by Ms. Madalyn Marabella, a certified Spanish-History teacher who has been hired by the Title I Migrant Evaluation for this purpose.

Thank you for your cooperation.

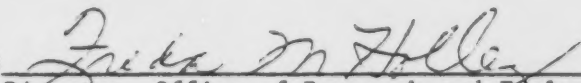
MF:kj

Enclosure: ORE Memo for November 21, 1978

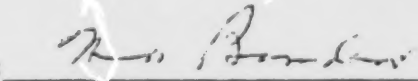
cc: Lee Laws
Oscar Cantu
Jose Mata

Approved: 

Senior Evaluator for Compensatory Education Programs

Approved: 

Director, Office of Research and Evaluation

Approved: 

Director, Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 21, 1978

TO: Principals of Allison, Becker, Dawson, Ortega

FROM: David Doss, Title I Evaluator
Myron Friedman, Title I Migrant Evaluator

SUBJECT: Classroom Observation Procedures

Title I Evaluation will do classroom observations in Title I schools again this year. Observations will be conducted in your school from _____ to _____ by observers from the Office of Research and Evaluation. Please alert your staff to the presence of the observers in your schools during these days. Observations will not be conducted in every classroom. Which classrooms are observed depends on which students have been chosen for observation. In addition to these regularly scheduled observations, the Title I Migrant Evaluation will conduct eight more observations in schools with a Migrant teacher. These observations will be scheduled to occur at randomly selected dates between January 2, 1979 and March 31, 1979. No further notice will be sent regarding these observations.

NATURE OF THE OBSERVATIONS

For the past two years, Title I Evaluation has used the Pupil Activities Record (PAR) which was developed in 1976 by Title I and State Compensatory Education data collection personnel. The PAR was used to record the activities of randomly selected students for the entire school day (8:00-2:30). For each minute of the day, the observers recorded the following information:

1. Area of instruction or activity in which the student was functioning.
2. Size of group in which the child was working.
3. Person delivering instruction to the student.
4. Place of instruction.
5. Materials used by the student.

This year, evaluation of the Title I, Title I Migrant, Title VII Bilingual, and Local/State Bilingual Programs will use a revised version of the PAR to gather all of the above information except materials. In addition, the following variables will be recorded:

1. Mode of Instruction. Did the instruction take place through reading, writing, listening, or speaking?
2. Content of Instruction. What was the content of the instruction--comprehension, handwriting, listening skills, literary skills, etc.?

3. Characteristics of the Teacher's Questioning Strategy.
The observers will record such things as the scope of the question, the use of corretive feedback, and the use of sustaining feedback.
4. Signal System. Did the teacher use a signal system in classroom management?

IN-CLASS PROCEDURES

The observers will remain as unobtrusive as possible. However, since student names will be needed, the teacher or aide will be asked to identify a small number of students (4 or 5) prior to the beginning of the observation.

TEACHER REACTIONS

After the observation, a reaction form will be left for the teacher to complete and return to ORE. The reaction form is an optional activity for the teacher.

COPIES OF THE COMPLETED FORMS

Observations conducted after January 2, 1979 will be recorded on specially designed computer scanning sheets. As these sheets are not readily interpretable, they will not be sent to the teacher whose class was observed. Instead, a computer-generated summary of the day's observations will be sent to the teacher approximately two weeks following the observation. Because the child under observation may go to several teachers, the form will be sent to the child's "homeroom" teacher.

RESULTS OF THE OBSERVATIONS

The results of the observations will be summarized in the final evaluation report in the evaluation findings volume which will be sent to each campus.

Past experience has shown that classroom observations do not upset the normal activities in progress. The observers for this project have been trained to ensure that this remains true.

Thank you for your cooperation.

DD:MF:kj

Approved: *Glenn Dean*

Senior Evaluator for Compensatory Education Programs

Approved: *Lee K. M. Zille*

Director, Office of Research and Evaluation

Approved: *M. S. [Signature]*

Director, Elementary Education

COMMENTS TO ITEMS ON CLASSROOM OBSERVATION REACTION FORM:

Item A. The observation was conducted at a convenient time.

--Friday before Easter.

Item B. The classroom situations observed were representative of the normal activities of my class.

--except for practicing for Cinco de Mayo play.

--substitute present.

--no groups. This was a completely different situation than other days.

--CAT day--schedule rearranged--atypical day for observation.

Item C. The classroom observer did not detract from the classroom activities, nor the effectiveness of instructional activities.

--observer was not a disruptive factor.

--The observer was not noticed and did not distract from the activities.

--It bothered the child that she was observing.

Other
Comments

--The observer might learn much by having lunch with the children.

--The students' behavior during the day may not have been normal for this particular day. Due to the absence of the classroom teacher, it may have affected his behavior.

--The child being observed attended an assembly in the auditorium during most of the reading period--an atypical activity.

--What does this observation accomplish?

--I did not appreciate this observation. The child that was observed had already been observed by no less than two people, all day, less than a month ago. That is a waste of time and money, as well as being confusing to the child. Let's get our act together.

--Observer did not observe child in gym class-- This is considered "instruction" time.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 6, 1979

TO: Teachers
FROM: ^{my f.} Myron Friedman, Title I Migrant Evaluator
SUBJECT: Classroom Observations

You will find attached to this memo a copy of the observation form completed in your classroom recently by observers for Title I Migrant Evaluation.

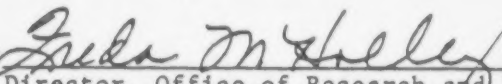
This copy of the form is being sent to you as the teacher of the classroom in which the observation began. Please share it with teachers you team with, since the observer probably observed in their classrooms as well at some time during the day.

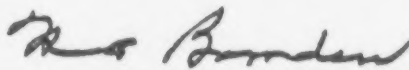
In order to help you better understand the form, a condensed explanation of each section is enclosed.

Thank you so much for your cooperation during these observations.

MF:kj

Approved: 
Senior Evaluator for Compensatory Education Programs

Approved: 
Director, Office of Research and Evaluation

Approved: 
Director, Elementary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

The Revised Pupil Activity Record (PAR-R) is used to record the activities of randomly selected students for the entire school day (8:00-2:30). The following provides a description of what is recorded in each column on the form. The column headings on the PAR-R are listed on the left side of the page below. Descriptions of what is coded in each column are on the right. Not all columns are coded for each minute of the observations.

<u>COLUMN READING</u>	<u>DESCRIPTIONS</u>
PLACE (Of Instruction)	The location of the instruction or activity. Where the student was working. C = Classroom LAB = Reading Lab LIB = Library OTH = Other (Ex: gym, music room)
NON-INSTR (Non-Instructional)	Activities of student during non-instructional time. Contains the following five categories: D = Directs: The student under observation is listening to directions from the teacher which are not instructional in nature. HC = House Cleaning: The student under observation is involved in cleanup activities of some kind such as wiping down tables, throwing away paper, etc. T = Transition: Student is involved in moving from one activity to another. CC = Class Control: Teacher is engaged in classroom management which affects the student under observation. O = Other: Student under observation is not involved in instructional activity for some reason other than those listed in the four subcategories above.
OTHER INSTR (Other Instruction)	The area of instruction of the student's activity when it is not in the BASIC SKILLS. A = Art M = Music PE = Physical Education LU = Lunch BC = Between Class

O = Other

EXP = Extended P.E. (Formerly recess)

BASIC (Basic Skills Instruction) The Basic Skills categories recorded are:

R = Reading

M = Mathematics

SS = Social Studies

S = Science

? = Undetermined

CG = Guidance Activities

ADULT (Contact)

Person delivering instruction to the student while in Basic Skills instruction.

T = Classroom Teacher

C = Counselor

OT = Other Teacher

TI = Title I or Title I Migrant Teacher

TA = Title I Aide

OA = Other Aide (Title VII)

BLANK = No Adult Contact

GROUP SIZE

The size of group in which the student was working in Basic Skills instruction is recorded only when a Basic category has been coded.

TASK

Whether or not the student was on task while working in Basic Skills.

Y = Ontask

N = Offtask

SIGS (Signal System)

Type of signal system used in the classroom if one is used.

V = Verbal

N = Non-Verbal

LANG (Language of Instruction)

The predominant written or spoken language for each minute of instruction in the Basic Skills.

BLANK = English

S = Spanish

M = Mixture of English and Spanish

? = closely interspersed.

? = Undetermined (Observer cannot hear)

NL = Non-Verbal

PRED MODE (Predominant Mode)

Mode of instruction occurring for more than 30 seconds in the Basic Skills.

SEC MODE (Secondary Mode)

Mode of instruction occurring for less than 30 seconds in the Basic Skills.

R = Reading (Silent or Oral)

W = Writing (Pencil to Paper)

L = Listening/Attending

S = Speaking

NL = Non-Language (Manipulating objects with hands, cutting, pasting)

CONTENT

The content of instruction the observed student is receiving in one of the Basic Skills areas. Based on the AISD Essential Competencies K-6 and may be double or triple coded.

C = Comprehension

L/P = Listening/Attending and Perceptive Skills

H = Handwriting

O = Oral Expression

R = Reading, Silent/Oral

SP = Spelling

V = Vocabulary

WAS = Word Attack Skills

WC = Writing Composition

SS = Study Skills

WG = Writing Grammar

LIT = Literary Skills

OTH = Other

F = (Not Used)

INSTRUCTIONAL QUESTIONS

Instructional questions asked by the teacher of the student under observation or his group are coded in units. These units record the number of questions asked during the time that the student was in a Basic Skill area.

SCOP (Scope)

Type of question asked, either narrow or broad.

N = Narrow

B = Broad

RESP (Response)

Whether the selected student, another student, or the whole group answered the question.

S = Selected Student

O = Another Student

G = Whole Group

APPR (Appropriate Response)

The correctness of the student's response.

Y = Appropriate

N = Inappropriate

78.51

Attachment K-3

(continued, page 5 of 5)

CORR (Corrective Feedback)

In the case of an incorrect response, did the teacher provide the correct answer?

Y = Corrective feedback was given.

N = Corrective feedback was not given.

SUST (Sustaining Feedback)

If the student responded incorrectly, did the teacher ask additional clarifying questions in an attempt to elicit the correct response?

Y = Sustaining feedback was given.

N = Sustaining feedback was not given.

If you have any questions concerning the interpretation of the form, please feel free to call Myron Friedman or Madalyn Marabella at 458-1228.

Title I Migrant

Appendix L

MIGRANT TEACHER QUESTIONNAIRE

NUMBER AND PERCENTAGE OF TEACHER RESPONSES AT EACH SCALE
POINT TO THE ITEMS ON THE CLASSROOM OBSERVATION REACTION FORM:

Item	Completely False	Mostly False	Partly True Partly False	Mostly True	Completely True
A. The observation was conducted at a convenient time.	** (1) 5.3%	(2) 10.5%	(6) 31.6%	(6) 31.6%	(4) 21.1%
*(N=19)					
B. The classroom situations observed were representative of the normal activities of my class.	(1) 5.6%	(2) 11.1%	(4) 22.2%	(7) 38.9%	(4) 22.2%
(N=18)					
C. The classroom observer did not detract from the classroom activities nor the effectiveness of instructional activities.	(1) 5.3%	(0) 0%	(1) 5.3%	(11) 57.9%	(6) 31.6%

*(N=19)

*One teacher gave two responses for items A and C.

**Number in parentheses is number of teachers marking this response.

78.51

Attachment K-2
(page 1 of 2)

Instrument Description: Migrant Teacher Questionnaire

Brief description of the instrument:

A 29-item questionnaire including an assessment of staff development, supervision of Migrant teachers, ancillary services, the supplementary nature of the Instructional component, and the use of the Diagnostic-Prescriptive approach to teaching.

To whom was the instrument administered?

All Migrant teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1979.

Where was the instrument administered?

Delivered via school mail to teachers.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

No.

MIGRANT TEACHER QUESTIONNAIRE

Purpose

The Migrant Teacher Questionnaire was used to collect information relevant to the following decision and evaluation questions published in the project evaluation decision.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-4: Were any problems encountered by the pre-K teachers in the implementation of the pre-K program?

- b. Was staff development timely and helpful?
- c. What instructional supervision was provided to Migrant teachers?
- d. What are the perceived needs of the Migrant teachers for supervision?
- e. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- a. How often do students receive instruction from the Migrant teacher and how much instructional time do they receive? How much time is spent on oral language development and other activities?
- b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program?
- d. Was staff development timely and helpful?
- e. What instructional supervision was provided to Migrant teachers?
- f. What are the perceived needs of the Migrant teachers for supervision?

- g. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program?
- c. To what extent are informal assessment instruments being used by the Migrant teacher to place students at an instructional level?
- e. Was staff development timely and helpful?
- f. What instructional supervision was provided to the Migrant teachers?
- g. What are the perceived needs of the Migrant teachers for supervision?
- h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D5: Should the Health Services component be continued as it is, modified, expanded or deleted?

Evaluation Question D5-3: Were any problems encountered in the implementation of the Health Services component?

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

- a. Were clothing purchases handled efficiently?

Procedure

The administration of the questionnaire consisted of the following steps:

1. On April 26, 1979, all Migrant teachers were sent a questionnaire with a self-addressed return envelope via AIRD mail. Teachers'

names were included on the questionnaire in order to monitor the return of the questionnaires. Attachment L-1 is a copy of the questionnaire and accompanying memo.

2. All returned questionnaires were keypunched and verified. The data were read onto PF, 2306, 3000 ALBQUES at U. T. Attachment L-2 is a copy of the card-file layout for this file.
3. The data were analyzed using the SPSS programs CROSSTABS, CROSSBREAK, and MULT RESPONSE. Attachment L-3 is a listing of the control file used to analyze the data. This control file can be found on PF, 2306, 3000, ALBSPSS at U. T.

Results

Evaluation Questions D2-4, D3-3, D4-3. Were any problems encountered in the implementation of the pre-K program (K-5 program, secondary program)?

Based upon the data reported below, the following problem areas have been identified through the Migrant teacher questionnaire.

- Supervision of Migrant teachers. *There appears to be a need to clearly distinguish between the supervisory functions of the school principal and the Migrant Coordinator in the areas of Procedural and Record-Keeping Skills, Instructional Skills, Classroom Management Skills, and Skills Specific to the Migrant Program.*
- Staff development for Migrant teachers. *Seventy percent of the Migrant teachers felt that staff development sponsored by the Migrant Program should be improved.*
- Use of Diagnostic-Prescriptive approach. *The Diagnostic-Prescriptive approach has been included as part of the application for Title I Migrant funds for the past several years. During the past two years, this approach, however, has not been consistently nor extensively used by the Migrant teachers. Three of the seven Migrant teachers (grades six to twelve) indicated that they were not confident in their skills for using the Diagnostic-Prescriptive approach. In order to implement this part of the program effectively, it would appear that the following would be useful.*
 - 1) *Assess the current knowledge of the Migrant teacher in the use of the Diagnostic-Prescriptive approach.*

- 2) *Provide pre-service training and follow-up in-service training to provide the teachers with the required skills and to assess the use of the approach throughout the year.*
- 3) *Provide the teachers with clear guidelines regarding:*
 - a) *Which diagnostic tests to use before beginning instruction.*
 - b) *How often students are to be tested in order to monitor progress and appropriateness of instruction.*
 - c) *How teachers should record the results of testing and to whom this should be reported.*

Evaluation Questions D2-4c, D3-3e, D4-3f. What instructional supervision was provided to Migrant teachers?

Based on the results reported below, most supervision for Migrant teachers at all levels appears to have been provided by the school principals, instructional coordinators and the Migrant Coordinator. In the area of Procedural and Record-Keeping Skills, 50% of both the elementary and secondary teachers felt they received supervision from the Office of Research and Evaluation.

Pre-K and K-5 teachers felt that the supervision they received in all areas contributed to their successful performance as Migrant teachers. Only in the area of Procedural and Record-Keeping Skills did the majority of 6-12 grade teachers feel that supervision contributed to their successful performance as Migrant teachers.

Figure L-1 is a summary of the teachers' responses to Question 8: "Who currently provides you with supervision?" In the area of Procedural and Record-Keeping Skills, most pre-K teachers received supervision from the campus principals. Campus counselors/secretaries and the Migrant Coordinator also shared the supervision of pre-K teachers in this area. At the K-5 and 6-12 level, most teachers felt that the Migrant Coordinator and the Office of Research and Evaluation provided the supervision in this area. The supervision of Instructional Skills appears to have been shared by the principals, instructional coordinators and the Migrant Coordinator at all levels. For pre-K and K-5 teachers, supervision of Classroom Management Skills and Skills Specific to the Migrant Program was also shared by the principals, instructional coordinators, and the Migrant Coordinator. However, in these two areas, the 6-12 teachers felt their supervision was provided by the Migrant Coordinator.

Some of the Migrant teachers were either unable to list the person or position of the person providing supervision or responded that "no one" was providing them with supervision in certain areas. In the area of Instructional Skills, "no one" was the response for 25% of the pre-K teachers and 50% of the K-5 and 6-12 teachers. In Classroom Management Skills, "no one" was the response for 38% of the pre-K teachers and 50% of the K-5 and 6-12 teachers. For Skills Specific to the Migrant Program, "no one" was the response for 13% of the pre-K teachers, 25% of the K-5 teachers, and 50% of the 6-12 teachers.

Figure L-2 is a summary of the teachers' responses to Item 9: "The supervision which I received in each of the following was an important contribution to my successful performance as a Migrant teacher." In all areas, the majority of the pre-K and K-5 teachers agreed with the statement. Only in the area of Skills Specific to the Migrant Program did any teacher at these two levels express disagreement. At the 6-12 level, teachers were in less agreement with the statement in regard to all areas.

In the areas of Procedural and Record-Keeping Skills, Instructional Skills and Classroom Management Skills, 43% of the 6-12 teachers were in agreement. Only 14% of the teachers at this level agreed with the statement in regard to Skills Specific to the Migrant Program.

Evaluation Questions D2-4d, D3-3f, D4-3g. What are the perceived needs of the Migrant teachers for supervision? Evaluation Questions D2-4e, D3-3g, D4-3h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

One K-5 Migrant teacher and five 6-12 Migrant teachers expressed a need for additional supervision.

Figure L-3 is a summary of the Migrant teachers' expressed need for supervision.

	AREA IN WHICH A NEED FOR SUPERVISION WAS IDENTIFIED	POSITION OF PERSON WHO SHOULD PROVIDE SUPERVISION
GRADE K-5 (N=1)	•English as a second language. •Assessment of language (I would like some help in finding a good oral language scale.) •Definite information about record keeping. •Coordination of migrant services.	•ESL specialist. •Representative of ORE. •Migrant Coordinator. •I would like to meet with everyone working with my students once every two months at least.

Figure L-3. RESPONSES TO QUESTION 10. What other supervisory needs do you have; who should provide the supervision?

	AREA IN WHICH A NEED FOR SUPERVISION WAS IDENTIFIED	POSITION OF PERSON WHO SHOULD PROVIDE SUPERVISION
GRADES 6-12 (N=5)	• Instructional skills.	• Reading (or other) specialists.
	• SRA Corrective Reading Program.	
	• Migrant class scheduling	• Migrant Coordinator.
	• My progress and performance as a teacher.	• Migrant Coordinator and school principal.
	• ESL	• Migrant Coordinator and J. Mellenbruck.
	• Record-Keeping	• ORE or Migrant Coordinator.

Figure L-3. RESPONSES TO QUESTION 10. What other supervisory needs do you have; who should provide the supervision?

(Continued, page 2 of 2)

Evaluation Questions D2-4b, D3-3d, D4-3e. Was staff development timely and helpful?

Forty percent of the Migrant teachers agreed that staff development sponsored by the Migrant Program made a contribution to their effectiveness as teachers in the Migrant Program. Seventy percent of the teachers agreed that staff development sponsored by the Migrant Program should be improved.

Figure L-4 indicates the average number of staff development sessions sponsored by the Migrant Program and other staff development sessions which Migrant teachers attended during the 1978-79 academic year.

	<u>SESSIONS SPONSORED BY MIGRANT PROGRAM</u>	<u>OTHER STAFF DEVELOPMENT</u>
Pre-K Teachers (N=8)	4.0	6.8
K-5 Teachers (N=5)	0.4	3.0
6-12 Teachers (N=7)	1.0	1.1

Figure L-4. AVERAGE NUMBER OF STAFF DEVELOPMENT SESSIONS SPONSORED BY THE MIGRANT PROGRAM AND OTHER STAFF DEVELOPMENT SESSIONS WHICH MIGRANT TEACHERS ATTENDED DURING THE 1978-79 ACADEMIC YEAR.

In response to a question regarding the contribution which staff development made to their effectiveness as teachers in the Migrant Program, 40% of the teachers agreed that migrant sponsored staff development did make a contribution. Fifty-three percent of the teachers agreed that other staff development did contribute to their effectiveness. Figure L-5 illustrates the responses of pre-K, K-5, and 6-12 grade teachers to these questions. Seventy percent of the Migrant teachers agreed that staff development sponsored by the Migrant Program should be improved. Figure L-6 is a summary of these responses.

The following is a list of suggestions which teachers made for improving the staff development sessions. Pre-kindergarten teachers made the following suggestions:

- Have staff development sessions throughout the year.
- Visit other early childhood programs.
- Improve curriculum training--have sessions on art, culture, music, science, oral language techniques, math, puppets, P. E., and classroom management.
- Plan sessions for working with supplementary materials and allow time to develop such materials.
- Provide instruction in the use of BECP curriculum for newcomers.
- Have qualified and experienced people give staff development.
- Schedule sessions with community representatives in order to arrive at compatible procedures for dealing with parents' and children's needs.
- Explain the recruitment and identification of migrant students.
- Have sessions for teacher aides in classroom management, parental participation, effective curriculum instruction.

Kindergarten-fifth grade teachers made the following suggestions:

- Schedule separate sessions for new teachers in the program; later have joint sessions with other teachers.
- Plan more frequent communication among Migrant teachers.
- Have Title I Migrant Administrators provide more information with regard to the specific needs of migrant students, especially training in English as a second language and coordination of the services available (i.e., different places to contact for free/sliding scale medical and clothing services).
- Schedule in-service sessions which include reading skills programs, oral language development, and cultural activities.

Teachers in grades 6-12 made the following suggestions;

- Establish more communication among the Migrant teachers.

- Schedule more staff development.
- Organize the staff development sessions more.
- Improve curriculum training--have sessions on secondary reading, English as a second language, and oral language development.
- Plan sessions on Diagnostic/Prescriptive approach, record-keeping, team teaching, and scheduling methods.
- Provide more information on community programs for migrants, supplementary services for bright students and cultural awareness programs.
- Coordinate ancillary services.
- Improve image of Migrant Program in public schools.

Evaluation Question D4-3c. To what extent are informal assessment instruments being used by the Migrant teacher to place students at an instructional level?

The Migrant teachers (grades six to twelve) apparently are not using the Diagnostic-Prescriptive approach consistently or extensively with their students. Some of the teachers (43%) indicated that they received no training from the Migrant Program in the use of this approach. Forty-two percent indicated that they were not confident in their skills for using the Diagnostic-Prescriptive approach.

Only three secondary teachers indicated that they had received training from the Migrant Program in the use of the Diagnostic-Prescriptive approach. The others indicated that they had either received training elsewhere or had not been trained in the Diagnostic-Prescriptive approach. Four teachers indicated that they were confident in their skills for using the Diagnostic-Prescriptive approach; the other three teachers were not confident in their skills. Figures L-7 and L-8 summarize these responses.

	<u>TRAINED BY MIGRANT STAFF</u>	<u>NOT TRAINED BY MIGRANT STAFF</u>	<u>PRIOR TRAINING</u>
6-12 (N=7)	43%	43%	57%

Figure L-7. TEACHERS' RESPONSES TO QUESTION 26: WHAT TRAINING HAVE YOU RECEIVED IN THE USE OF THE DIAGNOSTIC-PRESCRIPTIVE TECHNIQUE?

	<u>COMPLETELY AGREE</u>	<u>MOSTLY AGREE</u>	<u>PARTLY AGREE/ PARTLY DISAGREE</u>	<u>MOSTLY DISAGREE</u>	<u>COMPLETELY DISAGREE</u>
6-12 (N=7)	43%	14%	-	29%	14%

Figure L-8. TEACHERS' RESPONSES TO QUESTION 27: I FEEL CONFIDENT IN MY SKILLS FOR USING THE DIAGNOSTIC-PRESCRIPTIVE APPROACH.

The secondary Migrant teachers were asked to respond to the question, "To what extent have you used the Diagnostic-Prescriptive approach with your students this year?" One teacher indicated that the approach was used extensively with all students. Two teachers indicated that they used the approach extensively with some students. One teacher indicated that the approach was used to a moderate extent with some students. Two teachers indicated that they have used the approach at least once with some of their students. One teacher reported using the approach extensively with some students, but only moderately or at least once with others. Teachers' responses to this question are summarized in Figure L-9.

	<u>EXTENSIVELY ALL STUDENTS</u>	<u>EXTENSIVELY SOME STUDENTS</u>	<u>MODERATELY ALL STUDENTS</u>	<u>MODERATELY SOME STUDENTS</u>	<u>ONCE SOME STUDENTS</u>
6-12 (N=7)	14%	43%	-	29%	43%

Figure L-9. TEACHERS' RESPONSES TO QUESTION 28: TO WHAT EXTENT HAVE YOU USED THE DIAGNOSTIC-PRESCRIPTIVE APPROACH WITH YOUR STUDENTS THIS YEAR?

Evaluation Question D3-3a. How often do students receive instruction from the Migrant teacher, and how much instructional time do they receive? How much time is spent on oral language development and other activities?

Based upon their responses to the questionnaire, the Migrant teachers at grades K through five reported that they teach an average of 32 students each day for an average of 31 minutes. The average for teachers at grades six through twelve was 18 students a day for 43 minutes. At the K-5 level, instruction is provided through small groups (76% of time) or individual tutoring (24% of time). At the 6-12 level, instruction is provided through individual tutoring (26% of time), small groups (39% of time), full class (22% of time), and large groups (14% of time). At the K-5 level, 67% of the instructional time is spent on reading and 31% of the time is spent on oral language development. At the 6-12 level, 61% of the time is spent on reading and 25% of the time is spent on oral language development. At both levels, the remaining instructional time is spent on other content areas (math was most often mentioned). The K-5 teachers reported spending 83% of their school week teaching students. Their remaining time was spent in school-related duties (8%), scheduling and locating students (6%), and counseling students (3%). The 6-12 teachers reported spending 67% of their school week teaching students. Their remaining time was spent in counseling students (14%), other school-related duties (11%), locating and scheduling students (7%), and substituting for other teachers (1%).

Figure L-10 shows the percent of time in which Migrant teachers provide instruction through individual tutoring, small groups, large groups, or full classes. K-5 teachers provide the majority of their instruction (76%) through small groups. Teachers at grades 6-12 also provide much of their instruction (39%) through small groups.

<u>TEACHERS IN GRADES</u>	<u>INDIVIDUAL TUTORING</u>	<u>SMALL GROUPS</u>	<u>LARGE GROUPS</u>	<u>FULL CLASS</u>
K-5 (N=5)	24%	76%	-	-
6-12 (N=7)	26%	39%	14%	22%

Figure L-10. PERCENT OF TIME IN WHICH MIGRANT TEACHERS PROVIDE INSTRUCTION THROUGH INDIVIDUAL TUTORING, SMALL GROUPS, LARGE GROUPS, OR FULL CLASS.

Figure L-11 shows the percent of time which Migrant teachers spend teaching oral language development, reading, or other content areas. At the elementary level, 67% of the instruction is in reading, at grades 6-12, 61% of the instruction is in reading.

	<u>ORAL LANGUAGE DEVELOPMENT</u>	<u>READING</u>	<u>OTHER* CONTENT AREAS</u>
K-5 (N=5)	31%	67%	2%
6-12 (N=7)	25%	61%	14%

*Other included math, science, art, descriptive writing

Figure L-11. PERCENT OF TIME SPENT IN TEACHING ORAL LANGUAGE DEVELOPMENT, READING, AND OTHER CONTENT AREAS.

Figure L-12 shows the percent of the Migrant teachers' week which is spent in teaching and various other activities. At the K-5 level, 83% of the time is spent teaching, at the 6-12 level, 67% of the time is spent teaching.

	<u>SCHOOL- RELATED DUTIES</u>	<u>SUBSTITUTING FOR OTHER TEACHERS</u>	<u>LOCATING/ SCHEDULING STUDENTS</u>	<u>TEACHING STUDENTS</u>	<u>COUNSELING STUDENTS</u>
K-5 (N=5)	8%	-	6%	83%	3%
6-12 (N=7)	11%	1%	7%	67%	14%

Figure L-12. PERCENT OF TEACHERS' WEEK SPENT IN SCHOOL-RELATED DUTIES, SUBSTITUTING FOR OTHER TEACHERS, LOCATING/ SCHEDULING STUDENTS, TEACHING STUDENTS, AND COUNSELING STUDENTS.

Evaluation Question D3-3b. How does the instruction provided by the Migrant teacher supplement the students' regular instructional program?

A majority of Migrant teachers at both the K-5 level (80%) and the 6-12 level (71%) consider the Migrant Program on their campuses to be supplementary in nature. All of the Migrant teachers reported that they are knowledgeable of the content of instruction provided by the regular classroom teachers. The Migrant teachers at both levels reported that they communicate with their students' regular classroom teachers at least once a month.

Figure L-13 shows the percent of Migrant teachers responding to questions 16, 17, 18, and 19, which assess the supplementary nature of the Migrant Program. The majority of Migrant teachers at both levels feel that the Migrant Program is in fact supplementary.

QUESTION NUMBER	ABBREVIATED WORDING	# OF TEACHERS RESPONDING	% AGREE	% PARTLY AGREE/ PARTLY DISAGREE	PERCENT DISAGREE
16	I am knowledgeable of content of instruction provided to migrant students by their regular teacher.	K-5 (N=4)	100%	-	-
		6-12 (N=7)	100%	-	-
17	I have discussed with classroom teacher the need for supplementary instruction for the migrant students.	K-5 (N=4)	100%	-	-
		6-12 (N=7)	86%	14%	-
18	Migrant instruction is an effective supplement to classroom instruction.	K-5 (N=4)	100%	-	-
		6-12 (N=7)	72%	14%	14%
19	Instruction I provide is supplementary: above and beyond that received by other students on my campus.	K-5 (N=5)	80%	20%	-
		6-12 (N=7)	71%	29%	-

Figure L-13. TEACHERS' RESPONSES TO QUESTIONS 16, 17, 18, AND 19: MIGRANT TEACHERS' ASSESSMENT OF THE SUPPLEMENTARY NATURE OF THE MIGRANT PROGRAM.

QUESTION NUMBER	ABBREVIATED WORDING	# OF TEACHERS RESPONDING	ONCE A MONTH	MORE THAN ONCE A MONTH	WEEKLY
20	How often do you communicate with the regular classroom teachers regarding the migrant students whom you teach?	K-5 (N=5)	20%	60%	20%
		6-12 (N=7)	14%	29%	57%

Figure L-14. TEACHERS' RESPONSES TO QUESTION 20: ON THE AVERAGE, HOW OFTEN DO YOU COMMUNICATE WITH REGULAR CLASSROOM TEACHERS REGARDING THE MIGRANT STUDENTS WHICH YOU TEACH?

Evaluation Question D5-3. Were any problems encountered in the implementation of the Health Services component?

Eighty-five percent of the Migrant teachers (N=20) agreed that they were knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving the services.

Figure L-15 shows the percentages of teachers at each grade level who agreed with the statement.

	COMPLETELY AGREE	MOSTLY AGREE	PARTLY AGREE	MOSTLY DISAGREE
Pre-K (N=8)	38%	38%	25%	-
K-5 (N=5)	40%	40%	20%	-
6-12 (N=7)	86%	14%	-	-

Figure L-15. TEACHERS' RESPONSES TO THE STATEMENT: I AM KNOWLEDGEABLE OF THE HEALTH SERVICES AVAILABLE TO MIGRANT STUDENTS AND OF THE ELIGIBILITY CRITERIA FOR RECEIVING THESE SERVICES.

The following suggestions were made for improving the Health Services. Pre-kindergarten teachers made the following suggestions:

- Make rules which are strict and consistent.
- Schedule regular visits.
- Provide additional money.
- Allocate specific amounts of money to each school.
- Provide more information on the eligibility criteria for receiving the Health Services.

Kindergarten-fifth grade teachers made the following suggestions:

- Provide more information on other sources of aid in the community and eligibility criteria for such services.
- Schedule yearly nurse's visit in time slots so teachers would know exactly when their students would leave and for approximately how long.

Teachers in grades 6-12 made the following suggestions:

- Change priority from year to year, so that pre-K students are not always the first to receive health examinations and services.
- Require parents to attend PAC meetings before their children can receive dental services.

Evaluation Question D6-3a. Were clothing purchases handled efficiently?

Eighty-four percent of the Migrant teachers (N=19) agreed that they were knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving the services.

Figure L-16 shows the percentage of teachers at each grade level who agreed with the statement.

	COMPLETELY AGREE	MOSTLY AGREE	PARTLY AGREE	MOSTLY DISAGREE
Pre-K (N=8)	38%	38%	25%	-
K-5 (N=5)	40%	40%	-	20%
6-12 (N=7)	86%	14%	-	-

Figure L-16: TEACHERS' RESPONSES TO THE STATEMENT: I AM KNOWLEDGEABLE OF THE CLOTHING SERVICES AVAILABLE TO MIGRANT STUDENTS AND OF THE ELIGIBILITY CRITERIA FOR RECEIVING THESE SERVICES.

The following suggestions were made for improving the Clothing Services. Pre-kindergarten teachers made the following suggestions:

- Provide more clarification of eligibility criteria to insure that the children who are served need the services.
- Provide more information about the services available.
- Allocate more funds.
- Allocate specific amounts of money to each school.

Kindergarten-Fifth Grade teachers made the following suggestions:

- Provide more information about services, eligibility criteria, and deadlines for applications.
- Provide information about community services, other than the Migrant Program, which could provide clothing.
- Provide a quicker response to the requests.

Teachers in grades 6-12 made the following suggestions:

- Deliver clothes to the children's homes, not the schools.
- Screen applicants to insure that need is a criterion.
- Require parents to attend PAC meetings before their children can receive clothing services.
- Provide more information about services; e.g., deadlines for applications, when funds are actually available.
- More funds.

Information About the Migrant Program. The questionnaire also asked the teachers the following question:

"How have you received information about the Migrant Program this year?"

Information about the Migrant Program was provided to the Migrant teachers through various sources. The principal source of information at all levels was the Migrant Coordinator, with 100% of K-5 and 6-12 teachers and 88% of pre-K teachers receiving information from the Migrant Coordinator.

Figure L-17 is a summary of the teachers' responses to Question 11: "How have you received information about the Migrant Program this year?"

	STAFF DEVELOPMENT	BROCHURES	MIGRANT COORDINATOR	COMMUNITY REPRESENTATIVES	*OTHER	NO INFORMATION RECEIVED
Pre-K TEACHERS (N=8)	88%	50%	88%	50%	25%	13%
K-5 TEACHERS (N=5)	40%	80%	100%	80%	40%	-
6-12 TEACHERS (N=7)	43%	29%	100%	86%	14%	-

*Other included principals, other teachers, migrant nurse, ORE, and TEA.

Figure L-17. WHO INFORMED TEACHERS ABOUT THE MIGRANT PROGRAM.

Other Information Pertinent to the Evaluation. The Migrant teachers were given an opportunity in the questionnaire to provide additional data to be used in the evaluation. They were asked to respond to the following question.

"Is there any information regarding the Migrant Program on your campus which we have not collected through the above information sources? If your answer is yes and you feel that the information should be included in this year's final evaluation report, please provide that data in the space below."

One elementary teacher and three teachers of grades six through twelve responded to the question. Their responses addressed the appropriateness of using the CAT with low-English speaking students, the late recruitment of students, and the appropriateness of the evaluation design.

The one elementary teacher responding to the question made the following comment:

"I feel that the California Achievement Tests are inappropriate for gauging the progress of my student population for which English is not the primary language spoken at home. Particularly at a disadvantage are my students who are just beginning to learn English as a second language. There has been no attempt to rate their progress in English. This is a concern for which I feel there is a great deal of need in the Migrant Program, as the CAT does not pinpoint specific problems of children whose socialization patterns are different from those of the general population. If our program is designed specifically to help migrant students, it would be useful to find a scale that would not penalize students for a lack of familiarity with the cultural information taken for granted in the CAT."

The three teachers, grades six through twelve, who responded to the question made the following comments:

"Recruiting of students for the Migrant Program was not done until several weeks after school had begun. This late start and the fact that we had a new principal with no knowledge of the Migrant Program, plus the failure of the previous principal to schedule migrant students made it extremely difficult to get the program off the ground. These factors should certainly be considered in evaluating the program on this campus. In addition, the uncertainty of whether the SRA Corrective Reading program would be used at Martin also made it difficult to schedule students for the Migrant Program."

"I have two groups of students--those I see every day and those I see once a month. Each has its own materials, problems, and statistical data. Many of these questions were answered for one group and others were answered regarding the other group. Is there any way someone could decipher and tabulate or evaluate each on its own?"

"There has been no interview with the Migrant teacher--several areas of her services are not being assessed at all by ORE's attendance record, as it is currently coded. I feel that the evaluation of the secondary schools' programs is seriously distorted by the evaluation instruments being used. I would like to help in suggesting changes and in creating a better assessment tool."

	PRINCIPAL	COUNSELORS/ SECRETARIES	INSTRUCTIONAL COORDINATORS	MIGRANT COORDINATOR	OTHER TEACHERS	OFFICE OF RESEARCH & EVALUATION	NO ONE
<u>Procedural & Record-Keeping Skills:</u>							
Pre-K Teachers (N=8)	63%	38%	13%	38%	-	13%	13%
K-5 Teachers (N=4)	25%	-	25%	50%	25%	50%	-
6-12 Teachers (N=6)	17%	-	-	33%	-	50%	17%
<u>Instructional Skills:</u>							
Pre-K Teachers (N=8)	63%	-	63%	75%	-	-	25%
K-5 Teachers (N=4)	25%	-	25%	25%	25%	-	50%
6-12 Teachers (N=6)	17%	-	17%	33%	-	-	50%
<u>Classroom Management Skills:</u>							
Pre-K Teachers (N=8)	63%	-	25%	38%	-	-	39%
K-5 Teachers (N=4)	50%	-	25%	25%	-	-	50%
6-12 Teachers (N=6)	-	-	-	50%	-	-	50%
<u>Skills Specific to Migrant Program:</u>							
Pre-K Teachers (N=8)	13%	-	13%	88%	-	-	13%
K-5 Teachers (N=4)	50%	-	25%	75%	25%	-	25%
6-12 Teachers (N=6)	-	-	-	50%	-	-	50%

Figure L-1: CURRENT SUPERVISION OF MIGRANT TEACHERS. Migrant teachers' responses to Question 8: Who currently provides you with supervision?

FILE HONAME (CREATION DATE = 22 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 LEVEL GRADE LEVEL BY Q9A PROCED. AND RECORD KEEPING SKILLS
 ***** PAGE 1 OF 1

Q9A																
COUNT		I		COMPLET-		MOSTLY		PARTLY		MOST DIS		COMPLET- NOT APP-		ROW		
LEVEL	ROW PCT	COL PCT	ILV	AGR	E	AGREE		AGREE		AGREE	LY	DISAG	LICARL	TOTAL		
	TOT PCT	I		1,1		2,1		3,1		4,1		5,1	6,1			
PRE K	1,	I	2	I		3	I	2	I	0	I	0	I	0	7	
		I	28,6	I		42,9	I	28,6	I	0	I	0	I	0	36,8	
		I	66,7	I		33,3	I	50,0	I	0	I	0	I	0		
		I	10,5	I		15,8	I	10,5	I	0	I	0	I	0		
K THRU 5	2,	I	0	I		4	I	1	I	0	I	0	I	0	5	
		I	0	I		00,0	I	20,0	I	0	I	0	I	0	26,3	
		I	0	I		44,4	I	25,0	I	0	I	0	I	0		
		I	0	I		21,1	I	5,3	I	0	I	0	I	0		
6 THRU 12	3,	I	1	I		2	I	1	I	1	I	1	I	1	7	
		I	14,3	I		28,6	I	14,3	I	14,3	I	14,3	I	14,3	36,8	
		I	33,3	I		22,2	I	25,0	I	100,0	I	100,0	I	100,0		
		I	5,3	I		10,5	I	5,3	I	5,3	I	5,3	I	5,3		
COLUMN		TOTAL		3		9		4		1		1		1		19
				15,8		47,4		21,1		5,3		5,3		5,3		100,0

Figure L-2. TEACHERS' RESPONSES TO THE STATEMENT: THE SUPERVISION WHICH I RECEIVED IN EACH OF THE FOLLOWING AREAS WAS AN IMPORTANT CONTRIBUTION TO MY SUCCESSFUL PERFORMANCE AS A MIGRANT TEACHER: PROCEDURAL AND RECORD-KEEPING SKILLS. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Page 1 of 4)

FILE NONAME (CREATION DATE = 22 MAY 79)

***** CROSS TABULATION OF *****
 LEVEL GRADE LEVEL BY Q98 INSTRUCTIONAL SKILLS
 ***** PAGE 1 OF 1

		Q98							ROW TOTAL
		COUNT	COMPLET-		MOSTLY	PARTLY	MOST DIS	COMPLET-	
		ROW PCT	ILY	AGREE	AGREE	AGREE	AGREE	LY DISAG	
LEVEL		COL PCT	1,1	2,1	3,1	4,1	5,1	6,1	
PRE K	1.	1	3	1	1	2	0	0	7
		1	42.9	12.3	28.6	0	0	14.3	36.8
		1	75.0	16.7	66.7	0	0	33.3	
		1	15.8	5.3	10.5	0	0	5.3	
K THRU 5	2.	1	0	3	1	0	0	1	5
		1	0	60.0	20.0	0	0	20.0	26.3
		1	0	50.0	33.3	0	0	33.3	
		1	0	15.8	5.3	0	0	5.3	
6 THRU 12	3.	1	1	2	0	2	1	1	7
		1	14.3	28.6	0	28.6	14.3	14.3	36.8
		1	25.0	33.3	0	100.0	100.0	33.3	
		1	5.3	10.5	0	10.5	5.3	5.3	
COLUMN TOTAL			4	6	3	2	1	3	19
			21.1	31.6	15.8	10.5	5.3	15.8	100.0

Figure L-2. TEACHERS' RESPONSES TO THE STATEMENT: THE SUPERVISION WHICH I RECEIVED IN EACH OF THE FOLLOWING AREAS WAS AN IMPORTANT CONTRIBUTION TO MY SUCCESSFUL PERFORMANCE AS A MIGRANT TEACHER: INSTRUCTIONAL SKILLS. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Continued, page 2 of 4)

FILE NONAME (CREATION DATE * 22 MAY 79)

***** CROSS TABULATION OF *****
 LEVEL GRADE LEVEL BY Q9C CLASSROOM MANAGEMENT SKILLS
 ***** PAGE 1 OF 1

		Q9C																	
		COUNT		I		COMPLETELY		NOTLY		PARTLY		MOST DIS		COMPLETELY		NOT APP-		ROW	
		ROW	PCT	COL	PCT	ILY	AGR	E	AGREE	AGREE	AGREE	AGREE	LY	DISAG	LI	CAHL			TOTAL
LEVEL		TOT	PCT	I		1,1			2,1		3,1		4,1		5,1		6,1		
PRE K	1.	1		1		3		1	2	1	1		0	1	0	1	1		7
		1	42,9	1	28,6	1	14,3	1	0	1	0	1	14,3	1	36,8				
		1	60,0	1	33,3	1	100,0	1	0	1	0	1	25,0	1					
		1	15,8	1	10,5	1	5,3	1	0	1	0	1	5,3	1					
K THRU 5	2.	1		1		1		2	1	0	1	0	1	0	1	2		5	
		1	20,0	1	40,0	1	0	1	0	1	0	1	40,0	1	26,3				
		1	20,0	1	33,3	1	0	1	0	1	0	1	50,0	1					
		1	5,3	1	10,5	1	0	1	0	1	0	1	10,5	1					
6 THRU 12	3.	1		1		1		2	1	0	1	1	1	2	1	1		7	
		1	14,3	1	28,6	1	0	1	14,3	1	28,6	1	14,3	1	36,8				
		1	20,0	1	33,3	1	0	1	100,0	1	100,0	1	25,0	1					
		1	5,3	1	10,5	1	0	1	5,3	1	10,5	1	5,3	1					
COLUMN TOTAL						9		6		1		1		2		6		19	
						26,3		31,6		5,3		5,3		10,5		21,1		100,0	

Figure L-2. TEACHERS' RESPONSES TO THE STATEMENT: THE SUPERVISION WHICH I RECEIVED IN EACH OF THE FOLLOWING AREAS WAS AN IMPORTANT CONTRIBUTION TO MY SUCCESSFUL PERFORMANCE AS A MIGRANT TEACHER: CLASSROOM MANAGEMENT SKILLS. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Continued, page 3 of 4)

FILE NONAME (CREATION DATE 4 22 MAY 79)

***** CROSS TABULATION OF *****
 LEVEL GRADE LEVEL BY Q90 SKILLS FOR MIGRANT PROGRAM
 ***** PAGE 1 OF 1

Q90																	
COUNT		I		COMPLET-		MOSTLY		PARTLY		MOST DIS		COMPLET-		NOT APP-		ROW	
ROW PCT		ILY		AGREE		AGREE		AGREE		AGREE		LV DISAG		LICANL		TOTAL	
COL PCT		TOT PCT		1		1,1		2,1		3,1		4,1		5,1		6,1	
LEVEL				1		1		1		1		1		1		1	
PRE K		1,		1	2	1	3	1	2	1	0	1	0	1	0	1	7
				1	28,6	1	42,9	1	28,6	1	0	1	0	1	0	1	36,8
				1	66,7	1	50,0	1	100,0	1	0	1	0	1	0	1	
				1	10,5	1	15,8	1	10,5	1	0	1	0	1	0	1	
K THRU 5		2,		1	0	1	3	1	0	1	1	1	0	1	1	1	5
				1	0	1	60,0	1	0	1	20,0	1	0	1	20,0	1	26,3
				1	0	1	50,0	1	0	1	33,3	1	0	1	29,0	1	
				1	0	1	15,0	1	0	1	5,3	1	0	1	5,3	1	
6 THRU 12		3,		1	1	1	0	1	0	1	2	1	1	1	3	1	7
				1	14,3	1	0	1	0	1	28,6	1	14,3	1	42,9	1	36,8
				1	33,3	1	0	1	0	1	66,7	1	100,0	1	75,0	1	
				1	5,3	1	0	1	0	1	10,5	1	5,3	1	15,8	1	
COLUMN TOTAL				3		6		2		3		1		4		19	
				15,8		31,6		10,5		15,8		5,3		21,1		100,0	

Figure L-2. TEACHERS' RESPONSES TO THE STATEMENT: THE SUPERVISION WHICH I RECEIVED IN EACH OF THE FOLLOWING AREAS WAS AN IMPORTANT CONTRIBUTION TO MY SUCCESSFUL PERFORMANCE AS A MIGRANT TEACHER: SKILLS SPECIFIC TO THE MIGRANT PROGRAM. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Continued, page 4 of 4)

FILE NONAME (CREATION DATE = 22 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 LFVEL GRADE LEVEL BY Q3 MIGRANT STAFF DEVELOPMENT HELPED ME

Q3																	
COUNT		I															
ROW PCT		I		COMPLET-		MOSTLY		PARTLY		MOST DIS		COMPLET-		NOT APP-		ROW	
COL PCT		ILY		AGR		E		AGREE		AGREE		LY		DISAG		LICABL	
TOT PCT		I		1,1		2,1		3,1		4,1		5,1		6,1		TOTAL	
LEVEL																	
PRE K	1,	I	1	1	5	I	1	I	0	I	1	I	0	I	0	I	0
		I	12,5	1	62,5	I	12,5	I	0	I	12,5	I	0	I	0	I	40,0
		I	100,0	1	71,4	I	20,0	I	0	I	100,0	I	0	I	0	I	
		I	5,0	1	25,0	I	5,0	I	0	I	5,0	I	0	I	0	I	
K THRU 5	2,	I	0	I	1	I	2	I	0	I	0	I	0	I	2	I	5
		I	0	I	20,0	I	40,0	I	0	I	0	I	0	I	40,0	I	25,0
		I	0	I	14,3	I	40,0	I	0	I	0	I	0	I	50,0	I	
		I	0	I	5,0	I	10,0	I	0	I	0	I	0	I	10,0	I	
6 THRU 12	3,	I	0	I	1	I	2	I	2	I	0	I	0	I	2	I	7
		I	0	I	14,3	I	20,6	I	20,6	I	0	I	0	I	20,6	I	35,0
		I	0	I	14,3	I	40,0	I	100,0	I	0	I	0	I	50,0	I	
		I	0	I	5,0	I	10,0	I	10,0	I	0	I	0	I	10,0	I	
COLUMN TOTAL			1	7	5	2	1	4	20								
			5,0	35,0	25,0	10,0	5,0	20,0	100,0								

Figure L-5. TEACHERS RESPONSES TO THE STATEMENT: I FEEL THAT THE STAFF DEVELOPMENT SESSIONS WHICH I ATTENDED THIS YEAR THAT WERE SPONSORED BY THE MIGRANT PROGRAM CONTRIBUTED TO MY EFFECTIVENESS AS A TEACHER IN THE MIGRANT PROGRAM. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Page 1 of 2)

FILE NONAME (CREATION DATE = 22 MAY 79)

***** CROSS TABULATION OF *****
 LEVEL GRADE LEVEL BY Q4 OTHER STAFF DEVELOPMENT HELPED ME

Q4

		COUNT								
		ROW	PCT	COMPLET-	MOSTLY	PARTLY	MOST DIS	COMPLET-	NOT APP-	ROW
		COL	PCT	LY AGREE	AGREE	AGREE	AGREE	LY DISAG	LICABL	TOTAL
		TOT	PCT	1,1	2,1	3,1	4,1	5,1	6,1	
LEVEL										
PRE K	1,	1		1	4	1	0	1	0	7
			14,3	1	57,1	1	0	1	0	36,8
			25,0	1	66,7	1	0	1	0	
			5,3	1	21,1	1	0	1	0	
K THRU 5	2,	1		2	1	2	0	1	0	5
			40,0	1	20,0	1	0	1	0	26,3
			50,0	1	16,7	1	0	1	0	
			10,5	1	5,3	1	0	1	0	
6 THRU 12	3,	1		1	1	1	1	0	3	7
			14,3	1	14,3	1	14,3	1	42,9	36,8
			25,0	1	16,7	1	100,0	1	100,0	
			5,3	1	5,3	1	5,3	1	15,0	
COLUMN				4	6	4	1	1	3	19
TOTAL				21,1	31,6	21,1	5,3	5,3	15,0	100,0

L-24

Figure L-5. TEACHERS RESPONSES TO THE STATEMENT: I FEEL THAT THE OTHER STAFF DEVELOPMENT SESSIONS WHICH I ATTENDED THIS YEAR CONTRIBUTED TO MY EFFECTIVENESS AS A TEACHER IN THE MIGRANT PROGRAM. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

(Continued, page 2 of 2)

78.51

FILE NONAME (CREATION DATE = 22 MAY 79)

***** C R O S S T A B U L A T I O N O F *****
 LEVEL GRADE LEVEL NY 05 MIGRANT STAFF DEVELOP NEDS IMPROVEMENT
 ***** PAGE 1 OF 1

		95												
		COUNT	I		COMPLET-		MOSTLY		PARTLY		MOST DIS NOT APP-		ROW	
		ROW PCT	COL PCT	ILY	AGR	F	AGREE	AGREE	AGREE	LICANL				
LEVEL		TOT	PCT	I	1,1	2,1	3,1	4,1	5,1					
PRE K	1.	1	2	1	4	1	1	1	1	0	1	8		
		25.0	1	50.0	1	12.5	1	12.5	1	0	40.0			
		20.6	1	57.1	1	33.3	1	50.0	1	0				
		10.0	1	20.0	1	5.0	1	5.0	1	0				
K THRU 5	2.	1	1	1	1	2	1	0	1	1	5			
		20.0	1	20.0	1	40.0	1	0	1	20.0	25.0			
		14.3	1	14.3	1	66.7	1	0	1	100.0				
		5.0	1	5.0	1	10.0	1	0	1	5.0				
6 THRU 12	3.	1	4	1	2	1	0	1	1	0	7			
		57.1	1	20.6	1	0	1	14.3	1	0	35.0			
		57.1	1	20.6	1	0	1	50.0	1	0				
		20.0	1	10.0	1	0	1	5.0	1	0				
COLUMN TOTAL		7	7	3	2	1	20							
		35.0	35.0	15.0	10.0	5.0	100.0							

Figure L-6. TEACHERS RESPONSES TO THE STATEMENT: STAFF DEVELOPMENT SPONSORED BY THE MIGRANT PROGRAM SHOULD BE IMPROVED. TO READ THIS TABLE: COUNT is the number of teachers responding, ROW PCT is the percent of teachers at that grade level who expressed the opinion stated in that column, COL PCT is the percent of teachers expressing the opinion stated in that column who are at that grade level.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 23, 1979

TO: Migrant Teachers

FROM: Myron Friedman *My Friedman*

SUBJECT: Teacher Questionnaire

The attached questionnaire is being sent to all Migrant teachers in order to gather information relevant to answering several questions in the evaluation design. The major areas addressed by the questionnaire are 1) the effectiveness of staff development, 2) the nature of Migrant teacher supervision, 3) the supplementary nature of the program, and 4) the use of the Diagnostic-Prescriptive approach. A similar questionnaire is also being sent to each principal of a Migrant teacher.

Please complete the attached questionnaire by marking your responses directly on the questionnaire (this should take approximately 10 minutes). Please return the completed questionnaire to me by Friday, May 4, in the enclosed, self-addressed envelope.

Thank you very much for your assistance.

MF:kj

cc: Lee Laws
Oscar Cantu
Jose Mata
Principals of Migrant Teachers

Approved: *William J. [Signature]*
Senior Evaluator for Compensatory Education Programs

Approved: *Freda M. [Signature]*
Director, Office of Research and Evaluation

Approved: *M. [Signature]*
Director, Elementary Education

Approved: *Laurence [Signature]*
Director, Secondary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I MIGRANT TEACHER QUESTIONNAIRE

78.51

A I S School
(1-3) (4-6)

Please mark your responses on the questionnaire.

(7-8) 1. How many inservice staff development sessions sponsored by the Migrant Program did you participate in this year? _____

(9-10) 2. How many other inservice staff development sessions did you participate in this year? _____

Please read the following statements and then indicate the extent to which you agree or disagree. Use "Not Applicable" only when the statement refers to something which does not apply to you.

(11) 3. I feel that the staff development sessions which I attended this year that were sponsored by the Migrant Program contributed to my effectiveness as a teacher in the Migrant Program.

L-27

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

(12) 4. I feel that the other staff development sessions which I attended this year contributed to my effectiveness as a teacher in the Migrant Program.

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

(13) 5. Staff development sponsored by the Migrant Program should be improved.

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

6. Please list any changes which you would suggest for staff development sessions to be sponsored by the Migrant Program next year.

7. Please list topics which should be included in staff development to be sponsored by the Migrant Program next year.

In answering questions 8, 9, and 10, consider SUPERVISION to include Personnel Evaluation, Instructional Supervision, Skills Training, Materials Acquisition, and Imparting Information.

8. Who currently provides you with supervision in each of the following areas?

Areas of Supervision	Position of Person(s) Providing Supervision (LIST ALL THAT APPLY)
----------------------	--

a. Procedural and Record-Keeping Skills _____

b. Instructional Skills _____

c. Classroom Management Skills _____

d. Skills specific to Migrant Program _____

Indicate the degree to which you agree with the following statement.

9. The supervision which I received in each of the following areas was an important contribution to my successful performance as a Migrant teacher.

Procedural and Record-Keeping Skills:

(14)	a.	b.	c.	d.	e.	f.
	Completely	Mostly	Partly Agree/	Mostly	Completely	Not
	Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

Instructional Skills

(15)	a.	b.	c.	d.	e.	f.
	Completely	Mostly	Partly Agree/	Mostly	Completely	Not
	Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

Attachment L-1
(Continued, page 2 of 4)

Classroom Management Skills

- | | | | | | | |
|------|------------------|--------------|------------------------------|-----------------|---------------------|----------------|
| | a. | b. | c. | d. | e. | f. |
| (16) | Completely Agree | Mostly Agree | Partly Agree/Partly Disagree | Mostly Disagree | Completely Disagree | Not Applicable |

Skills Specific to Migrant Program

- | | | | | | | |
|------|------------------|--------------|------------------------------|-----------------|---------------------|----------------|
| | a. | b. | c. | d. | e. | f. |
| (17) | Completely Agree | Mostly Agree | Partly Agree/Partly Disagree | Mostly Disagree | Completely Disagree | Not Applicable |

10. What other supervisory needs do you have, who should provide the supervision?

Areas Needing SupervisionPosition of Person Who Should Provide Supervision

_____	_____
_____	_____
_____	_____
_____	_____

11. How have you received information about the Migrant Program this year?
(Circle as many as apply)

- | | | | |
|------|--|------|--|
| (18) | a. Through staff development sessions | (22) | e. Other (specify) _____ |
| (19) | b. Brochures | | |
| (20) | c. Through the Migrant coordinator (memo, phone calls, etc.) | (23) | f. I have received no information about the Migrant Program this year. |
| (21) | d. Through the community representative | | |

Please read each of the following statements and then indicate the extent to which you agree or disagree. Use "Not Applicable" only when the statement refers to something which does not apply to you.

- | | | | | | | |
|------|------------------|--|------------------------------|-----------------|---------------------|----------------|
| (24) | 12. | I am knowledgeable of the <u>Health Services</u> available to migrant students and of the eligibility criteria for receiving these services. | | | | |
| | a. | b. | c. | d. | e. | f. |
| | Completely Agree | Mostly Agree | Partly Agree/Partly Disagree | Mostly Disagree | Completely Disagree | Not Applicable |
13. List any changes that you would like to see in the Health Services and/or the way they are administered.
- _____
- _____
- _____

- (25) 14. I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services.

a.	b.	c.	d.	e.	f.
Completely Agree	Mostly Agree	Partly Agree/Partly Disagree	Mostly Disagree	Completely Disagree	Not Applicable

15. List any changes that you would like to see in the Clothing Services and/or the way they are administered.
- _____
- _____
- _____

**PRE-K TEACHERS ONLY: Skip Questions 16-20.
Please answer question 29.**

- (26) 16. I am knowledgeable of the content of the instruction provided to migrant students by their regular classroom teacher.

a.	b.	c.	d.	e.	f.
Completely Agree	Mostly Agree	Partly Agree/Partly Disagree	Mostly Disagree	Completely Disagree	Not Applicable

- (27) 17. In my meetings with classroom teachers, I have discussed the need for supplementary reading or oral language instruction for the migrant students.

a.	b.	c.	d.	e.	f.
Completely Agree	Mostly Agree	Partly Agree/Partly Disagree	Mostly Disagree	Completely Disagree	Not Applicable

- (28) 18. The instruction I provide to the migrant students appears to be an effective supplement to the instruction which is provided in the regular classroom.

a.	b.	c.	d.	e.	f.
Completely Agree	Mostly Agree	Partly Agree/Partly Disagree	Mostly Disagree	Completely Disagree	Not Applicable

- (29) 19. The instructional components of the Title I Migrant Program are intended to be supplementary, that is, to offer services which are above and beyond that received by other students on your campus. To what extent do you feel that the services you provided meet this definition of supplementary instruction?

a.	b.	c.	d.	e.	f.
Completely Agree	Mostly Agree	Partly Agree/Partly Disagree	Mostly Disagree	Completely Disagree	Not Applicable

- (10) 30. On the average, how often do you communicate with regular classroom teachers regarding the migrant students which you teach?

a. Never
b. Once or twice during the school year
c. About every two months
d. At least once a month
e. More than once a month
f. Weekly

- (11-12) 21. On the average, how many migrant students do you teach each day? _____

- (13-14) 22. On the average, how much time (in minutes) do you spend with the students each time you instruct them? _____

23. What percent of your instructional time is spent providing:

(15-16) a. Individual tutoring _____ ☒
(17-18) b. Small-group instruction (2-8) _____ ☒
(19-20) c. Large-group instruction (more than 8) _____ ☒
(21-22) d. Full-class instruction _____ ☒

24. What percent of your school week is spent in each of the following activities?

(23-24) a. School-related duties _____ ☒
(25-26) b. Substituting for other teachers _____ ☒
(27-28) c. Locating/scheduling students _____ ☒
(29-30) d. Teaching students _____ ☒
(31-32) e. Counseling students _____ ☒

- L-29 25. What percent of your instructional time is spent in each of the following instructional areas:

(33-34) a. Oral-language development (not reading) _____ ☒
(35-36) b. Reading _____ ☒
(37-38) c. Teaching other content areas (specify) _____ ☒

Questions 26-28 refer to your use of a Diagnostic-Prescriptive approach to teaching. This approach includes the use of a variety of assessment instruments for determining each student's diagnostic information, writing individual prescriptions, and planning for each student's instructional activities.

26. What training have you received in the use of the Diagnostic-Prescriptive technique? (Circle all that apply.)

(59) a. I have received training from the Migrant Program Staff.
(60) b. I have not received training from the Migrant Program Staff.
(61) c. I had prior supervision training (other than from the Migrant Program Staff).

Please indicate the extent to which you agree with the following statements.

- (62) 27. I feel confident in my skills for using the Diagnostic-Prescriptive approach.

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

28. To what extent have you used the Diagnostic-Prescriptive approach with your students this year? (Circle all that apply)

(63) a.	(64) b.	(65) c.
Have used extensively with <u>all</u> students	Have used extensively with <u>some</u> students	Have used moderately with <u>all</u> students

(66) d.	(67) e.	(68) f.	(69) g.
Have used moderately with <u>some</u> students	Used at least once with <u>all</u> students	Used at least once with <u>some</u> students	Have not used at <u>all</u>

29. The 1978-79 evaluation of the Migrant Program has included principal, teacher, and parent questionnaires, classroom observations at grades K-5, Student Attendance Reports, and achievement test scores. Is there any information regarding the Migrant Program on your campus which we have not collected through the above information sources? If your answer is yes and you feel that the information should be included in this year's final evaluation report, please provide that data in the space below.

FILE ID A1618

CARD FILE LAYOUT

LOCATION:

Page 1 of 2

PROGRAM: Title I MigrantA15BYEAR: 1978-79✓ UT PF 2306 3090, ALBQUES
acct. pass. filename

CONTENTS:

MIGRANT TEACHER QUESTIONNAIRE

1-3	ALB	
4-6	SCHOOL CODE	
7-8	QUEST	
9-10	" 2	
11-	" 3	
12-	" 4	
13-	" 5	
14-	" 9A	
15-	" 9B	
16-	" 9C	
17-	" 9D	
18-	" 11A	
19-	" 11B	
20-	" 11C	
21-	" 11D	
22-	" 11E	
23-	" 11F	
24-	" 12	

SEE ATTACHED QUESTIONNAIRE

L-30

Attachment L-2
(Page 1 of 3)

78.51

FILE ID A1418

CARD FILE LAYOUT

LOCATION: Page 2 of 3

PROGRAM: Title I Migrant

AI SD

YEAR: 1978-79

✓ UT PR 2306,3000 ALB QUES
acct.pass. filename

CONTENTS:

MIGRANT TEACHER QUESTIONNAIRE

	25-	QUES 14
	26-	" 16
	27-	" 17
	28-	" 18
	29-	" 19
	30-	" 20
	31-32	" 21
	33-34	" 22
	35-36	" 23 A
	37-39	" 23 B
	40-41	" 23 C
	42-43	" 23 D
	44-45	" 24 A
	46-47	" 24 B
	48-49	" 24 C
	50-51	" 24 D
	52-53	" 24 E

L-31

78.51

Attachment L-2
(Continued, page 2 of 3)

FILE ID A1418

CARD FILE LAYOUT

LOCATION:

Page 2 of 3

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79✓ UT PRJXK.7000 ALBQUES
acct.pans. filename

CONTENTS:

MIGRANT TEACHER QUESTIONNAIRE

54-55	QW25A	
56-58	" B	
59-60	" C	
61	" 26A	
62	" B	
63	" C	
64	" 27	
65	" 28A	
66	" B	
67	" C	
68	" D	
69	" E	
70	" F	
71	" G	
72	LEVEL 1 = PRE-K, 2 = K-5, 3 = 6-12	
-		
-		
-		

L-32

78.51

Attachment L-2
(Continued, page 3 of 3)

420

421

RUN NAME
VARIABLE LIST

INPUT MEDIUM
INPUT FORMAT
N OF CASES
VAR LABELS

MIGRANT TEACHER QUESTIONNAIRE MARCH 1979
SCHOOL, Q1 TO Q5, Q9A, Q9H, Q9C, Q9D, Q11A, Q11B, Q11C, Q11D, Q11E,
Q11F, Q12, Q14, Q16 TO Q20, Q21, Q22, Q23A, Q23B, Q23C, Q23D, Q24A,
Q24B, Q24C, Q24D, Q24E, Q25A, Q25B, Q25C, Q26A, Q26H, Q26C, Q27, Q28A,
Q28H, Q28C, Q28D, Q28E, Q28F, Q28G, LEVEL

D1SA
FIXED (1Y, F1, 2F2, 2VF1, 3F2, F3, AF2, F3, F2, 12F1)
UNKNOWN

LEVEL, GRADE LEVEL/
Q1, MIGRANT STAFF DEVELOPMENT ATTENDED/
Q2, OTHER STAFF DEVELOPMENT ATTENDED/
Q3, MIGRANT STAFF DEVELOPMENT HELPED ME/
Q4, OTHER STAFF DEVELOPMENT HELPED ME/
Q5, MIGRANT STAFF DEVELOP NEEDS IMPROVEMENT/
Q9A, PROCED. AND RECORD KEEPING SKILLS/
Q9B, INSTRUCTIONAL SKILLS/
Q9C, CLASSROOM MANAGEMENT SKILLS/
Q9D, SKILLS FOR MIGRANT PROGRAM/
Q11A, STAFF DEVELOPMENT/
Q11B, BROCHURES/
Q11C, MIGRANT COORDINATOR/
Q11D, COMM. REPS/
Q11E, OTHER/
Q11F, NO INFO RECEIVED/
Q12, KNOWLEDGEABLE OF HEALTH SERVICES/
Q14, KNOWLEDGEABLE OF CLOTHING SERVICES/
Q16, INSTRUCT PROVIDED BY CLASS TEACHER/
Q17, NEED FOR SUPPLEM INSTRUCTION/
Q18, MY INSTRUCT IS EFFECTIVE SUPPLEMENT/
Q19, IS MY INSTRUCTION SUPPLEMENTARY/
Q20, HOW OFTEN COMMUNICATE WITH C TEACH/
Q21, HOW MANY STUDENTS TEACH DAILY/

Q22, HOW MANY MINUTES WITH EACH STUDENT/

Q23A, INDIVIDUAL TUTORING/
Q23H, SMALL GROUPS/
Q23C, LARGE GROUPS/
Q23D, FULL CLASS/

Q24A, SCHOOL DUTIES/
Q24B, SUBSTITUTE TEACHING/
Q24C, SCHEDULING STUDENTS/

Q24D, TEACHING/
Q24E, COUNSELING/
Q25A, ORAL LANGUAGE DEVELOPMENT/
Q25H, READING/
Q25C, OTHER CONTENT/
Q26A, TRAINED BY MIGRANT STAFF/
Q26H, NOT TRAINED BY MIGRANT STAFF/
Q26C, PRIOR TRAINING/
Q27, CAN USE DIAGNOSTIC PRESCRIP/
Q28A, EXTENSIVELY ALL STUDENTS/

Q28B, EXTENSIVELY SOME STUDENTS/
Q28C, MODERATELY ALL STUDENTS/
Q28D, MODERATELY SOME STUDENTS/
Q28E, MODERATELY FEW STUDENTS/

78.51

Attachment L-3
(Page 1 of 2)

L-33

422

423

VALUE LABELS Q2RG, NOT USED AT ALL/
 RECODE LEVEL(1)PRE X(2)Y THRU 5(3)A THRU 12/
 SCHOOL(101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
 (125=8) (126=9) (134=10) (041=11) (043=12) (140=13) (051=14)
 (003=15) (007=16)
 VALUE LABELS SCHOOL (1)ALLISON (2)BECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
 (6)MATHEWS(7)MPTZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
 (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
 MISSING VALUES ALL (BLANK)
 VALUE LABELS Q3 TO Q5,Q9A,Q9H,Q9C,Q9D,Q12,Q14,Q16 TO Q19,Q27(1)COMPLET-LY AGR
 EE(2)MOSTLY AGREE(3)PARTLY AGREE(4)MOST DIS AGREE(5)COMPLET-LY
 DISAGREE(6)NOT APP-LICABL/
 Q2R(1)NEVER(2)ONCE A YEAR(3)EVERY 2 MONTHS(4)ONCE A MONTH
 (5)MORE ONE A MONTH(6)WEEKLY/
 VALUE LABELS Q11E(1)MRS. RANIREZ(2)PRINCIPAL(3)OTHER TEACHERS(4)TEA(5)MIGRANT
 NURSE(6)ORE/
 BREAKDOWN VARIABLES=LEVEL(1,3),Q1(R,8),Q2(R,10),Q21(1R,43),Q22(28
 ,40),Q23A TO Q25C(R,100)/
 CROSSBREAK=Q1 TO Q25C BY LEVEL/
 READ INPUT DATA
 CROSSTABS TABLES=LEVEL BY Q3 TO Q5,Q9A TO Q9D,Q12 TO Q2R,Q27
 OPTIONS 9
 MULT RESPONSE GROUPS=Q11 INFO RECEIVED FROM(Q11A TO Q11F(1))Q26 TRAINED IN
 DIAG PRESCRIP(Q26A TO Q26C(1))Q28 USED DIAG PRESCRIP(Q28A TO
 Q28G(1))/
 VARIABLES=LEVEL(1,3)/
 TABLES=Q11 TO Q28 BY LEVEL/
 OPT(UNS 5
 STATISTICS 1,2
 FINISH

L-34

Title I Migrant

Appendix M

NON-MIGRANT TEACHER QUESTIONNAIRE

Instrument Description: Non-Migrant Teacher Questionnaire

Brief description of the instrument:

An eleven-item multiple-choice questionnaire including grade level, primary area of instruction, questions concerning teachers' knowledge of the Migrant Program, ancillary services provided by the Migrant Program, and the extent to which the Migrant Program is perceived as providing supplementary instruction.

To whom was the instrument administered?

To all reading/language arts teachers grades 7-12 and classroom teachers grades K-5 who teach migrant students who are served by a Migrant teacher.

How many times was the instrument administered?

Once.

When was the instrument administered?

February, 1979.

Where was the instrument administered?

Teachers received the questionnaire at their school via AISD mail.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

None reported.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

NON-MIGRANT TEACHER QUESTIONNAIRE

Purpose

A teacher questionnaire was used to collect information from non-Migrant teachers relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program?
- c. How successfully was the program implemented at each campus for each grade?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded or deleted?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- b. How does the instruction provided by the Migrant teacher supplement the student's regular instructional program?
- d. How effectively was the program implemented at each campus for each grade?

Procedure

The administration of the questionnaire consisted of the following steps.

1. A list of classroom teachers of migrant students in a school with a Migrant teacher was generated from the Overlap File for students in grades K-6 and from the SGR File for secondary grades.
2. The sample of teachers was further defined to include only those teachers whose migrant students were actually being served by a Migrant teacher (through the end of the third six weeks). The resulting sample included 98 teachers at grades K-5 and 54 teachers at the secondary level. Figure

M-1 lists the number of teachers at each school who were sent questionnaires and the response rate from each school at the date the questionnaires were due at ORE and after one follow-up reminder. Three elementary teachers and six secondary teachers returned the questionnaire without responding to any of the questions. Therefore, the final sample of teachers used in the analyses included 90 elementary teachers and 45 secondary teachers.

3. The teachers sampled were sent a questionnaire with a self-addressed envelope via AISD mail. Teachers' names were included on the questionnaire in order to monitor responses. Attachment M-1 is a copy of the questionnaire and accompanying memo. One week following the due date, a reminder was mailed out to teachers who had not yet responded. Attachment M-2 is a copy of the reminder.
4. One week following the reminder, all returned questionnaires were keypunched. The data were read onto Permanent File 2306. AKOQUES at UT. Attachment M-3 is a copy of the card-file layout for this file.
5. The data were analyzed using the SPSS programs FREQUENCIES and CROSSTABS. Attachment M-4 is a listing of the control file used to analyze the data. The file can be found on permanent file 2306, AKOSPSS at UT.
6. Attachment M-5 is a summary of teacher responses to the questionnaire.

Results

Elementary Teachers

Based upon the results discussed below, it appears that a majority of the elementary non-Migrant classroom teachers consider the Migrant Program on their campuses to be supplementary in nature, they communicate with the Migrant teacher at least once a month, and they are knowledgeable of the instruction provided to migrant students by the Migrant teacher. A majority of non-Migrant teachers in each of the five elementary Migrant Program schools were not knowledgeable of the nature and eligibility criteria for Migrant Health Services and Migrant Clothing Services.

Supplementary Nature of Program: The table below lists the percent of elementary teachers responding to questions 7, 8, and 11, which assess the supplementary nature of the Migrant Program. The majority (73%) of the teachers indicated that the instruction provided by the Migrant teacher does supplement the student's regular instructional program.

Question Number	Abbreviated Wording	# of Teachers Responding	% Agree	% Disagree
7	I have discussed with Migrant teacher need for supplementary instruction for my Migrant students.	90	*74%	19%

* Percentages do not total 100%, see note on page M-7.

Question Number	Abbreviated Wording	# of Teachers Responding	% Agree	% Disagree
8	Instruction provided by Migrant teacher is effective supplement to my classroom instruction.	90	*74%	21%
11	Instruction provided by Migrant teacher is supplementary: above and beyond that received by other students on my campus.	90	*73%	20%

* Percentages do not total 100%, see note on page M-7.

Figure M-2 lists the responses to questions 7,8, and 11 for teachers at each of the five Program schools.

Overall, 97% of the elementary teachers indicated that they knew which of their students were receiving instruction from the Migrant teacher and 62% indicated that they were knowledgeable of the content of instruction provided to migrant students by the Migrant teacher. The table below lists the percent of teachers responding to question 4, which assesses the extent to which elementary teachers communicate with the Migrant teacher regarding the migrant students which they both teach. Seventy-three percent of the elementary teachers communicate with the Migrant teacher on their campus at least once a month.

Question #	Abbrev. Wording	# of Teachers Responding	Never	Once or Twice	Every 2 Months	Once A Month	More Than Once a Month	Weekly
4	How often do you communicate with the Migrant teacher regarding the migrant students which you teach?	90	4%	17%	6%	19%	23%	31%

Figure M-3 lists the responses to question 4 and 6 for teachers at each of of the five elementary Migrant Program schools.

Ancillary Services: A majority of elementary teachers indicated that they were not knowledgeable of the services and eligibility criteria for Health Services (70%) or Clothing Services (69%). This finding was consistent across all five elementary schools.

Secondary Teachers

Based upon the results discussed below, it appears that teachers at the secondary level are not in complete agreement regarding the supplementary nature of the Migrant Program. They communicate with the Migrant teacher infrequently, yet a majority (60%) indicated that they are knowledgeable of the content of instruction provided by the Migrant teacher on their campuses. A large majority of non-Migrant teachers at four of the six secondary Migrant Program schools indicated that they were knowledgeable of the nature and eligibility criteria for Migrant Health Services and Migrant Clothing Services.

Supplementary Nature of Program. The table below lists the percent of secondary teachers responding to questions 7, 8, and 11, which assess the supplementary nature of the Migrant Program. Although the majority of teachers (71%) indicated that the instruction provided by the Migrant teacher is an effective supplement, only 53% agreed that the program was supplementary (Question 11) and only 49% indicated that they had discussed the need for supplementary instruction with the Migrant teacher.

Question Number	Abbreviated Wording	# of Teachers Responding	% Agree	% Disagree
7	I have discussed with Migrant teacher need for supplementary instruction for my migrant students.	45	*49%	36%
8	Instruction provided by Migrant teacher is effective supplement to my classroom instruction.	45	*71%	11%
11	Instruction provided by Migrant teacher is supplementary: above and beyond that received by other students on my campus.	45	*53%	11%

* Percentages do not total 100% see note on page M-7.

Figure M-4 lists the responses to questions 7, 8, and 11 for teachers at each of the six secondary program schools.

Overall, 82% of the secondary teachers indicated that they knew which of their students were receiving instruction from the Migrant teacher and 60% indicated that they were knowledgeable of the content of instruction provided to migrant students by the Migrant teacher. The table below lists the percent of teachers responding to question 4, which assesses the extent to which elementary teachers communicate with the Migrant teacher regarding the migrant students which they both teach. Forty-three percent of the secondary teachers communicate with the Migrant teacher on their campus at least once a month.

Question Number	Abbrev. Wording	# of Teachers Responding	Never	Once or Twice	Every Two Months	Once a Month	More Than Once a Month	Weekly
4	How often do you communicate with the Migrant teacher regarding the migrant students which you teach?	45	13%	31%	13%	16%	7%	20%

Figure M-5 lists the responses to questions 4 and 6 for teachers at each of the six secondary Migrant program schools.

Ancillary Services. A majority of the secondary teachers indicated that they were knowledgeable of the services and eligibility criteria for Health Services (60%) and Clothing Services (53%). Only at two schools, Martin and Travis, did a majority of teachers indicated that they were not knowledgeable of these ancillary services.

NOTE

Summary tables in narrative and figures do not include the response "not applicable." Because this response is excluded, percentages total less than 100%.

SCHOOL	NUMBER OF QUESTIONNAIRES SENT	NUMBER/% RETURNED BY ONE WEEK FOLLOWING	NUMBER/% RETURNED AFTER REMINDER WAS SENT OUT
Johnston	5	5 (100%)	5 (100%)
Travis	12	3 (33%)	8 (67%)
Martin	12	9 (75%)	12 (100%)
Allan	6	4 (67%)	5 (83%)
Fulmore	8	5 (63%)	8 (100%)
Travis Heights	11	6 (55%)	7 (64%)
Allison	23	16 (70%)	20 (87%)
Becker	21	21 (84%)	25 (100%)
Brooke	19	13 (68%)	14 (74%)
Dawson	13	13 (63%)	19 (100%)
Ortega	12	9 (75%)	12 (100%)
Overall Secondary	54	33 (61%)	45 (83%)
Overall Elementary	98	72 (73%)	90 (92%)
TOTAL	152	105 (69%)	135 (89%)

Figure M-1: SAMPLE OF TEACHERS WHO WERE
SENT QUESTIONNAIRES AND THE
NUMBER RETURNED AFTER ONE
WEEK AND AFTER A REMINDER
WAS MAILED OUT.

Question Number	Abbreviated Wording	Allison	Becker	Brooke	Dawson	Ortega	Overall
7	I have discussed with the Migrant teacher the need for supplementary instruction for my migrant students.						
	Number of Teachers Responding	20	25	14	19	12	90
	Percent Agree	75%	80%	77%	68%	58%	*74%
	Percent Disagree	15%	12%	7%	26%	42%	*19%
8	Instruction provided by Migrant teacher is effective supplement to my classroom instruction.						
	Number of Teachers Responding	20	25	14	19	12	90
	Percent Agree	50%	76%	71%	100%	67%	*74%
	Percent Disagree	45%	12%	29%	0%	25%	*21%
11	Instruction provided by Migrant teacher is <u>supplementary</u> : Above and beyond that received by other students on my campus.						
	Number of Teachers Responding	20	25	14	19	12	90
	Percent Agree	70%	60%	78%	95%	67%	*73%
	Percent Disagree	30%	28%	21%	0%	33%	*20%

* Percentages do not total 100%, see note on page M-7.

Figure M-2: THE SUPPLEMENTARY NATURE OF THE MIGRANT PROGRAM: ELEMENTARY TEACHERS' RESPONSES TO QUESTIONS 7, 8, AND 11.

Question Number	Abbreviated Wording	Allison	Becker	Brooke	Dawson	Ortega	Overall
4	How often do you communicate with the Migrant teacher regarding the migrant students which you teach?						
	Number of Teachers Responding	20	25	14	19	12	90
	Never	5%	8%	7%	0%	0%	4%
	Once or twice	35%	4%	0%	0%	58%	17%
	Every two months	10%	4%	0%	5%	8%	6%
	Once a month	30%	4%	0%	47%	8%	19%
	More than once a month	10%	36%	21%	32%	8%	23%
	Weekly	10%	44%	71%	16%	17%	31%
6	I am knowledgeable of the content of the instruction provided to migrant students by the Migrant teacher.						
	Number of Teachers Responding	20	25	14	19	12	90
	Percent Agree	60%	68%	69%	69%	67%	*68%
	Percent Disagree	40%	24%	14%	29%	33%	*29%

* Percentages do not total 100%, see not on page M-7.

Figure M-3: ELEMENTARY TEACHERS' RESPONSES TO QUESTIONS 4 AND 6.

Question Number	ABBREVIATED WORKING	TRAVIS HEIGHTS	ALLAN	FULMORE	MARTIN	JOHNSTON	TRAVIS	OVERALL
7	I have discussed with the Migrant teacher the need for supplementary instruction for my migrant students							
	Number of Teachers Responding	7	5	8	12	5	8	45
	Percent Agree	72%	40%	75%	17%	60%	50%	*49%
	Percent Disagree	14%	40%	25%	67%	20%	25%	*36%
8	Instruction provided by Migrant teacher is effective supplement to my classroom instruction.							
	Number of Teachers Responding	7	5	8	12	5	8	45
	Percent Agree	100%	100%	88%	33%	60%	75%	*71%
	Percent Disagree			12%	25%	20%		*11%
11	Instruction provided by Migrant teacher is <u>supplementary</u> : Above and beyond that received by other students on my campus.							
	Number of Teachers Responding	7	5	8	12	5	8	45
	Percent Agree	100%	100%	88%	50%	80%	50%	*53%
	Percent Disagree			12%	25%		13%	*11%

* Percentages do not total 100%, see note on page M-7.

QUESTION NUMBER	ABBREVIATED WORDING	TRAVIS HEIGHTS	ALLAN	FULMORE	MARTIN	JOHNSTON	TRAVIS	OVERALL
4	How often do you communicate with the Migrant Teacher regarding the migrant students which you teach?							
	Number of Teachers Responding	7	5	8	12	5	8	45
	Never				25%	20%	25%	13%
	Once or twice	29%	60%	25%	33%	20%	25%	31%
	Every two months	29%	20%		8%		25%	13%
	Once a month	29%	20%	25%	8%		12.5%	16%
	More than once a month			12%	8%		12.5%	7%
	Weekly	14%		38%	17%	60%		20%
6	I am knowledgeable of the content of the instruction provided to migrant students by the Migrant teacher.							
	Number of Teachers Responding	7	5	8	12	5	8	45
	Percent Agree	57%	60%	88%	42%	80%	50%	*60%
	Percent Disagree	43%	40%	12%	50%	20%	38%	*36%

* Percentages do not total 100%, see note on page M-7.

Figure M-5: SECONDARY TEACHERS' RESPONSES TO QUESTIONS 4 AND 6.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 14, 1979

TO: Teachers with Migrant Students in Their Classroom
 FROM: Myron Friedman, Title I Migrant Evaluator
 SUBJECT: Time-Consuming Questionnaires



Are you tired of long, drawn-out questionnaires that require essay answers? So are we! That is why the Title I Migrant Program designed this four-minute (just circle your answer) questionnaire just for you!

This four-minute questionnaire is being sent to a sample of teachers who have migrant students in their classrooms. It has been designed to obtain data which will be used to make appropriate recommendations to the AISD Board of Trustees concerning the future of the Title I Migrant Program. Of course your individual responses will be kept strictly confidential! Only summarized data will be reported back to your school and to the Migrant Program.

Your name appears on this questionnaire in order to help us keep track of the ones which have not been returned.

Just four minutes of your time will be greatly appreciated. We have enclosed a self-addressed, school-mail envelope for quick and easy return. Once again thank you for your help!

MF:kj

cc: Lee Laws
Oscar CantuJose Mata
Elementary Principals

Secondary Principals

Approved: Glenn Dyer
Senior Evaluator for Compensatory Education Programs

Approved: Frederic W. Holler
Director, Office of Research and Evaluation

Approved: Wes Bond
Director, Elementary Education

Approved: Laura Baker
Director, Secondary Education

A R O School (1-3) (4-6)

ANALYSIS INSTRUMENT FOR THE MIGRANT
Office of Research and Evaluation

Please read each of the following statements and then indicate the extent to which you agree or disagree. Use "Not Applicable" only when the statement refers to something which does not apply to you.

Circle the letter of the response you have selected.

(M) 6. I am knowledgeable of the content of the instruction provided to migrant students by the Migrant teacher.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(M) 7. In my meetings with the Migrant teacher, I have discussed the need for supplementary reading or oral language instruction for the migrant students in my classroom.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(M) 8. The instruction provided by the Migrant teacher to the migrant students in my classroom appears to be an effective supplement to the instruction which I provide in the regular classroom.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(M) 9. I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(M) 10. I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services.

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(M) 11. The instructional components of the Title I Migrant program are intended to be supplementary, that is, to offer services which are above and beyond that received by other students on your campus. To what extent do you feel that the services provided by the Migrant teacher on your campus meet this definition of supplementary instruction?

a. Strongly Agree b. Agree c. Disagree d. Strongly Disagree e. Not Applicable

(F) 1. What grade level do you teach?

- a. K-5
- b. 6 only
- c. 6-8
- d. 9-12

(a) 2. What is your primary area of instruction?

- a. Language Arts/Reading
- b. Math
- c. Science
- d. Social Studies
- e. Other (Specify)
- f. Combination of the above (Specify)

(a) 3. The Migrant teacher on your campus is Do you know which of your students receive instruction from this teacher?

- a. Yes
- b. No

(M) 4. How often do you communicate with the Migrant teacher regarding the migrant students which you teach?

- a. Never
- b. Once or twice during the school year
- c. About every two months
- d. At least once a month
- e. More than once a month
- f. Weekly

(M) 5. How have you been informed about the Migrant Program this year? (Circle as many as apply)

- a. Through faculty meetings
- b. Teachers
- c. Through the Migrant teacher on campus
- d. Through the community representation
- e. Other (Specify)
- f. I have received no information about the Migrant Program this year.

We certainly appreciate your taking a few minutes of your time to help us out! Just send this back in the enclosed self-addressed, return-mail envelope. Thanks again!



ALSTEN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

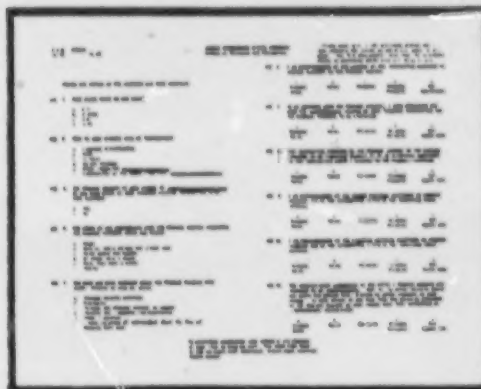
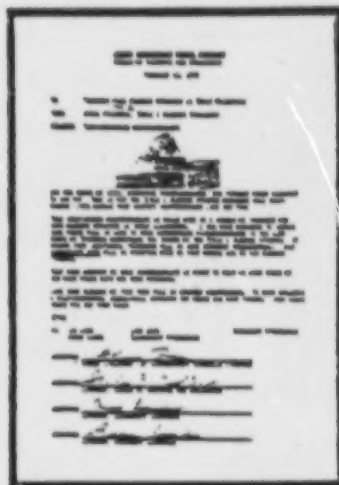
March 2, 1979



TO: Teachers With Migrant Students in Their Classrooms

FROM: Myron Friedman, Title I Migrant Evaluator

WANTED!



COMPLETED TITLE I MIGRANT FOUR-MINUTE QUESTIONNAIRES

REWARD

"We won't send you any more questionnaires!"

Howdy partners! We still have a few of these varmints on the loose. So we need ya'll to lasso 'em down, fill 'em out, and herd 'em back to the CRE Ranch rápido! Now git!

MF:kj

Approved: [Signature]
Senior Evaluator for Compensatory
Education Programs

Approved: [Signature]
Director, Research and Evaluation

Approved: [Signature]
Director, Elementary Education

Approved: [Signature]
Director, Secondary Education

cc: Lee Laws
Oscar Cantu

Jose Mata
Elementary Principals

Secondary Principals

FILE ID AKIO

CARD FILE LAYOUT

LOCATION:

Page 1 of 1PROGRAM: Title I MigrantAISDYEAR: 1978-79☒ UT PF 2106, 2000, AK, QUES
acct. pass. filename

CONTENTS:

NON-MIGRANT TEACHER QUESTIONNAIRE

1-3	AKO	
4-6	SCHOOL CODE	
7-	GRADE LEVEL	
8-	AREA OF INSTRUCTION	
9-	QUES3	SEE ATTACHED QUESTIONNAIRE
10-	" 4	
11-	" 5	
12-	" 6	
13-	" 7	
14-	" 8	
15-	" 9	
16-	" 10	
17-	" 11	
-		
-		
-		
-		
-		
-		

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EDIT
RUN NAME      NON-MIGRANT TEACHER QUESTIONNAIRE FEBRUARY 1979
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INPUT MEDIUM  DISK
INPUT FORMAT  FIXED(3X,F3.0,11A1)
N OF CASES    UNKNOWN
VAR LABELS    GRADE, GRADE LEVEL/INSTRU, PRIMARY AREA OF INSTRU/
               QUES3, KNOW STUDENTS SERVED BY MIG TEACHER?/
               QUES4, HOW OFTEN COMM. WITH MIG TEACHER?/
               QUES5, HOW INFORMED ABOUT MIGRANT PROGRAM?/
               QUES6, KNOWLEDGE OF INSTRU, MIG TEACH PROVIDES?/
               QUES7, DISCUSSED FOR SUPPL. INSTRU, OF MIG STUDS?/
               QUES8, MIG TEACH EFFECTIVELY SUPPLEMENTS MY INSTRU?/
               QUES9, KNOWLEDGE OF HEALTH SERVICE?/
               QUES10, KNOWLEDGE OF CLOTHING SERVICE?/
               QUES11, ARE MIG SERVICES SUPPLEMENTARY?/
RECODE        GRADE TO QUES11 (#A#=#1) (#H#=#2) (#C#=#3) (#U#=#4) (#E#=#5)
               (#F#=#6) (#G#=#7) (#H#=#8)
VALUE LABELS  GRADE(1)K-5(2)6 ONLY(3)6-8(4)9-12/
               INSTRU(1)LANG ART-READING(2)MATH(3)SCIENCE(4)SOCIAL STUDIES
               (5)OTHER(6)COMBINATION/
               QUES3(1)YES(2)NO/QUES4(1)NEVER(2)1 OR 2 A YEAR(3)EVERY 2 MONTHS
               (4)ONCE A MONTH(5)MORE 1 A MONTH(6)WEEKLY/
               QUES5(1)FACULTY MEETS(2)BROCHURE (3)FROM MIG TEACHER(4)COMM REP
               (5)OTHER(6)NO INFO RECEIVED/
               QUES6 TO QUES11(1)STRONG AGREE(2)AGREE(3)DISAGREE(4)STRONG DISA
               GREY(5)NOT APP-LICABLE/
COMPUTE       LEVEL=GRADE
IF            (GRADE EQ 1)LEVEL=1
IF            (GRADE GE 2)LEVEL=2
VALUE LABELS  LEVEL(1)ELEM K-5(2)SEC 6-12/
RECODE        SCHOOL(101=1) (104=2) (107=3) (108=4) (114=5) (123=6) (124=7)
               (125=8) (126=9) (136=10) (041=11) (043=12) (140=13) (051=14)
               (003=15) (007=16)
VALUE LABELS  SCHOOL (1)ALLISON (2)HECKER(3)BRENTWOOD(4)BROOKE(5)DAWSON
               (6)MATHEWS(7)MEIZ(8)OAK SPRINGS(9)ORTEGA(10)ST.ELMO(11)ALLAN
               (12)FULMORE(13)TRAVIS HEIGHTS(14)MARTIN(15)JOHNSTON(16)TRAVIS
MISSING VALUES ALL (BLANK)
CROSSTABS     TABLES=SCHOOL BY INSTRU BY LEVEL/
               INSTRU BY LEVEL/
               QUES3 TO QUES11 BY LEVEL/
               QUES3 TO QUES11 BY SCHOOL/
OPTIONS       7,9
READ INPUT DATA
FINISH

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K-5 Schools (Total number of teachers returning questionnaire = 90 out of 98)

A K O School
(1-3) (4-8)

MARTIN INDEPENDENT EXCEL DISTRICT
Office of Research and Evaluation

Please read each of the following statements and then indicate the extent to which you agree or disagree. Use "Not Applicable" only when the statement refers to something which does not apply to you.

Circle the letter of the response you have selected.

(1) 1. What grade level do you teach?

- a. K-5 90 (100%)
- b. 6 only
- c. 6-8
- d. 9-12

(2) 2. What is your primary area of instruction?

- a. Language Arts/Reading 4 (4%)
- b. Math
- c. Science
- d. Social Studies
- e. Other (Specify) 1 (1%)
- f. Combination of the above (Specify) 85 (95%)

(3) 3. The Migrant teacher on your campus is
Do you know which of your students receive instruction from this teacher?

- a. Yes 87 (97%)
- b. No 1 (1%)

No response 2 (2%)

(4) 4. How often do you communicate with the Migrant teacher regarding the migrant students which you teach?

- a. Never 4 (4%)
- b. Once or twice during the school year 15 (17%)
- c. About every two months 5 (6%)
- d. At least once a month 17 (19%)
- e. More than once a month 21 (23%)
- f. Weekly 28 (31%)

(5) 5. How have you been informed about the Migrant Program this year? (Circle as many as apply)

- a. Through faculty meetings 42 (47%)
- b. Brochures 12 (13%)
- c. Through the Migrant teacher on campus 65 (72%)
- d. Through the community representative 3 (3%)
- e. Other (Specify) 3 (3%)
- f. I have received no information about the Migrant Program this year. 11 (12%)

(6) 6. I am knowledgeable of the content of the instruction provided to migrant students by the Migrant teacher.

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 9 (10%) | 52 (58%) | 17 (19%) | 9 (10%) | 3 (3%) |

(7) 7. In my meetings with the Migrant teacher, I have discussed the need for supplementary reading or oral language instruction for the migrant students in my classroom.

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 15 (17%) | 51 (57%) | 11 (12%) | 6 (7%) | 7 (8%) |

(8) 8. The instruction provided by the Migrant teacher to the migrant students in my classroom appears to be an effective supplement to the instruction which I provide in the regular classroom.

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 16 (18%) | 50 (56%) | 15 (17%) | 4 (4%) | 5 (6%) |

(9) 9. I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services.

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 3 (3%) | 21 (23%) | 41 (46%) | 22 (24%) | 3 (3%) |

(10) 10. I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services.

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 2 (2%) | 23 (26%) | 39 (43%) | 23 (26%) | 3 (3%) |

(11) 11. The instructional components of the Title I Migrant program are intended to be supplementary, that is, to offer services which are above and beyond that received by other students on your campus. To what extent do you feel that the services provided by the Migrant teacher on your campus meet this definition of supplementary instruction?

- | | | | | |
|-------------------|----------|-------------|----------------------|-------------------|
| a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
| 12 (13%) | 54 (60%) | 13 (14%) | 7 (8%) | 4 (4%) |

We certainly appreciate your taking a few minutes of your time to help us out. Just send this back in the enclosed self-addressed, return mail envelope. Thank you!

6-12 Schools (Total number of teachers returning questionnaire = 45 out of 54)

A K Q School
(1-5) (4-6)

ALBANY DISTRICT OFFICE, DISTRICT
Office of Research and Evaluation

Please read each of the following statements and then indicate the extent to which you agree or disagree. Use "Not Applicable" only when the statement refers to something which does not apply to you.

Circle the letter of the response you have selected.

(r) 1. What grade level do you teach?

- a. K-3
b. 4 only 11 (24%)
c. 6-8 21 (47%)
d. 9-12 13 (29%)

(a) 2. What is your primary area of instruction?

- a. Language Arts/Reading 32 (71%)
b. Math
c. Science
d. Social Studies
e. Other (Specify)
f. Combination of the above (Specify) 13 (29%)

(e) 3. The Migrant teacher on your campus is
Do you know which of your students receive instruction from this teacher?

- a. Yes 37 (82%)
b. No 7 (16%)
No response 1 (2%)

(u) 4. How often do you communicate with the Migrant teacher regarding the migrant students which you teach?

- a. Never 6 (13%)
b. Once or twice during the school year 14 (31%)
c. About every two months 6 (13%)
d. At least once a month 7 (16%)
e. More than once a month 3 (7%)
f. Weekly 9 (20%)

(u) 5. How have you been informed about the Migrant Program this year? (Circle as many as apply)

- a. Through faculty meetings 15 (33%)
b. Brochures 5 (11%)
c. Through the Migrant teacher on campus 31 (69%)
d. Through the community representative 0
e. Other (Specify) 1 (2%)
f. I have received no information about the Migrant Program this year. 6 (13%)

(u) 6. I am knowledgeable of the content of the instruction provided to migrant students by the Migrant teacher.

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 7 (16%) | 20 (44%) | 9 (20%) | 7 (16%) | 2 (4%) |

(u) 7. In my meetings with the Migrant teacher, I have discussed the need for supplementary reading or oral language instruction for the migrant students in my classroom.

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 8 (18%) | 14 (31%) | 6 (13%) | 10 (22%) | 7 (16%) |

(u) 8. The instruction provided by the Migrant teacher to the migrant students in my classroom appears to be an effective supplement to the instruction which I provide in the regular classroom.

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 10 (22%) | 22 (49%) | 0 | 5 (11%) | 8 (18%) |

(u) 9. I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services.

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 8 (18%) | 19 (42%) | 6 (13%) | 10 (22%) | 2 (4%) |

(u) 10. I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services.

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 6 (13%) | 19 (42%) | 8 (18%) | 11 (24%) | 2 (4%) |

(u) 11. The instructional components of the Title I Migrant program are intended to be supplementary, that is, to offer services which are above and beyond that received by other students on your campus. To what extent do you feel that the services provided by the Migrant teacher on your campus meet this definition of supplementary instruction?

- | a. Strongly Agree | b. Agree | c. Disagree | d. Strongly Disagree | e. Not Applicable |
|-------------------|----------|-------------|----------------------|-------------------|
| 12 (27%) | 24 (53%) | 7 (16%) | 7 (16%) | 4 (9%) |

We certainly appreciate your taking a few minutes of your time to help us out. Just send this back in the enclosed self-addressed, return-mail envelope. Thanks again!

Title I Migrant

Appendix N

PARENT ADVISORY COMMITTEE (PAC) DATA

Instrument Description: PAC Data

Brief description of the instrument:

Records from local and districtwide PAC meetings including agendas, minutes, and rosters from each meeting as well as copies of letters announcing PAC meetings and inviting parents to attend. Also included summary sheet from parent training sessions.

To whom was the instrument administered?

The Parental Involvement personnel were responsible for collecting the information from PAC meetings.

How many times was the instrument administered?

Information was collected for each local and districtwide PAC meeting.

When was the instrument administered?

Throughout the 1978-1979 school year.

Where was the instrument administered?

At the sites of the PAC meetings.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

It is possible that some information may be missing from the records.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENT ADVISORY COMMITTEE (PAC) DATA

Purpose

The Parent Advisory Committee (PAC) Data were used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-1: Were the component's objectives met?

- a. Parental Involvement component: By October of the 1978-79 school year, the parental involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I personnel in accordance with TEA.
- b. The Title I Migrant Community Representatives will conduct parent training for parents of students grades K-12 at each local PAC at least twice during the school year.

Procedure

Copies of agendas, rosters, and minutes from local and district PAC meetings were sent to the Migrant Evaluator throughout the year by the Migrant Parent Involvement personnel. In addition, a Parent Training Session summary form was completed by the Title I Migrant Community Representatives for the parent training workshops which they conducted. Attachment N-1 is a copy of the Parent Training Session summary form. All results were tabulated by hand.

Results

Evaluation Question D6-1a. By October of the 1978-79 school year, the parental involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I personnel in accordance with TEA.

Based upon the results reported below, the objective was only partially met. By October 31, 1978, only six of the 15 schools with a Migrant teacher had held PAC meetings in which parents of migrant students participated. By the end of the 1978-79 academic year, there were still no migrant parent participants listed on rosters for Title I/Title I Migrant joint PAC's at Becker, Brentwood, and Mathews. The only school at the 6-12 level without migrant PAC members was Travis Heights. At the pre-K to 5th grade level, the average attendance was one migrant parent at each of 22 PAC meetings. At the 6th to 12th grade level, the average attendance was three migrant parents at each of 21 PAC meetings.

Figure N-1 is a list of local PAC meetings held during the 1978-79 academic year. As of 4/30/79, six of the ten schools with a pre-K or K-5th grade Migrant teacher had held a PAC meeting in which at least one migrant parent participated. All but one of the six secondary schools with a Migrant teacher held PAC meetings in which migrant parents participated. Overall, the local PAC meetings appeared to attract fewer migrant parents at the elementary level than at the secondary level.

Evaluation Question D6-1b. The Title I Migrant Community Representatives will conduct parent training for parents of students grades K-12 at each local PAC at least twice during the school year.

The above objective was not included in the TEA application; however, it does appear in the Evaluation Design. The circumstances regarding this objective are discussed in Attachment N-2. Based upon the results reported below, the objective for training was not met. As of April 30, 1979, only four training sessions had been held for local Title I Migrant PAC's. At one session, there were no parents present.

Figure N-2 is a summary of the parent training sessions held for local Title I Migrant PAC's. Four training sessions were scheduled during April, 1979. One session had no migrant parents in attendance.

<u>LOCATION</u>	<u>DATE</u>	<u>TOPIC OF TRAINING</u>	<u>NO. OF TITLE I MIGRANT PARENTS</u>
Brentwood	4/4/79	Reading	0
Fulmore	4/4/79	Community Services	2
Kealing	4/11/79	Community Health Services	5
Fulmore	4/24/79	Job Sources for Teens	8

Figure N-2. MIGRANT PARENT TRAINING SESSIONS

SCHOOL	DATE	NO. OF TITLE I MIGRANT PARENTS	NO. OF TITLE I PARENTS
Allison	10/17/78	2	5
	11/14/78	*	*
	12/5/78	0	3
	2/13/79	2	14
Becker	10/24/78	0	7
	2/27/79	0	6
Brentwood	11/6/78	0	0
	1/31/79	*	*
	4/4/79	0	0
Brooke	9/21/79	*	*
	10/10/79	3	3
	1/25/79	1	2
Mathews	4/17/79	0	1
Mets	10/3/78	2	10
	11/2/78	4	4
	12/7/78	*	*
	3/15/79	0	4
Oak Springs	9/13/78	2	4
	11/8/78	1	5
	1/17/79	1	4
Ortega	10/31/78	0	14
	11/20/78	1	8
	1/23/79	0	7
St. Elmo	9/19/78	2	8
	1/25/79	4	13
	2/15/79	2	2
Travis Heights	9/28/78	0	
Allan Jr. High	1/13/79	1	
	2/20/79	12	
	4/10/79	6	
Fulmore Jr. High	9/26/78	0	
	11/28/78	1	
	1/31/79	1	
	2/28/79	7	
Martin Jr. High	9/20/78	3	
	10/16/78	4	
	11/14/78	3	
	2/13/79	2	
Johnston High School	10/4/78	0	
	11/1/78	6	
	1/17/79	2	
	4/25/79	2	
Travis High School	9/28/78	0	
	10/3/78	0	
	11/2/78	2	
	1/19/79	1	
	2/13/79	5	

*No Attendance Record Available

Figure N-1. Local PAC Meetings, 1978-79

PARENT TRAINING SESSIONS

School: _____ Date of Workshop: _____

Community Representative Who Organized Workshop: _____

Workshop Leaders (Consultants): _____

Topic of Workshop: _____

Objectives (What should parents be able to do after attending the workshop):

Migrant Parents in Attendance:

Name (Print)

Address

School
Children Attend

PLEASE ATTACH A COPY OF THE PARENT SIGN IN SHEET

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

June 12, 1979

TO: Lee Laws
Oscar Cantú
José Mata
Alicia Talamántez

FROM: Glynn Ligon *Glynn Ligon*

SUBJECT: Migrant Objective for Parent Training

Myron and I have discussed the mystery objective and have pieced together what we believe to be the sequence of events.

1. Rosie Eathorne described the parental involvement objective as being incomplete in the original application (August, 1978).
2. As a result, Oscar, José, and Myron met and drafted two revised objectives--the mystery one for parent training at the local PAC's and one for pre-K home activity sheets.
3. The revised objectives were added to the final evaluation design.
4. No communication of the revised objectives to TEA occurred.
5. The pre-K objective was addressed by the program.
6. The parent training objective, as you pointed out yesterday, was not addressed.
7. In April, Myron learned that four training sessions had been held and sent a memo to Alicia on April 24 requesting information on these and any others which were planned.
8. Alicia provided data on the four sessions which were reported in Appendix N: Parent Advisory Committee (PAC) Data, which you just reviewed.

What do we do from here?

1. The two revised objectives will not be reported to TEA since they do not appear in our application or amendment.
2. The two revised objectives will be reported in the Migrant Technical Report since they do appear in the Migrant Evaluation Design. An explanation of the problem with the parent training objective will be included.

3. The pre-K objective will probably be referenced in the Final Report Summary because of its possible impact on future activities.
4. The parent training objective will probably not be referenced in the Final Report Summary.
5. The two parental involvement objectives (included below) from the approved Migrant application will be the ones addressed in the TEA evaluation report. The second one will be difficult to measure, so you will want to pay special attention to it when we provide staff with the report for TEA.

"By October of the 1978-79 school year, the Parental Involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I personnel in accordance with TEA regulations."

"During the 1978-79 school year, the Parental Involvement Specialist will be responsible for purchasing clothing, coordinate home visits and provide training for parents in reinforcing learning in the home. Referrals will be made by teachers and/or staff."

GL:rrf

Approved:

Freda M. Helly
Director, Research and Evaluation

Title I Migrant
Appendix O
MIGRANT PARENT INTERVIEW

Instrument Description: Migrant Parent Interview

Brief description of the instrument:

A brief four-part interview about the recruitment of migrant students, the ancillary services offered, participation in local PAC's, and use of the Home Activities for pre-K students.

To whom was the instrument administered?

The interview was conducted by telephone by a consultant hired by the Migrant Evaluation to assist in data collection. The parents represented a random sample of migrant families whose children are being served by a Migrant teacher.

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1979.

Where was the instrument administered?

Interviews were conducted by phone.

Who administered the instrument?

The consultant, who is bilingual, conducted the interview.

What training did the administrators have?

Review of procedure.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The sample was restricted to include only those families with listed phone numbers.

Who developed the instrument?

Migrant Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

MIGRANT PARENT INTERVIEW

Purpose

The Migrant Parent Interview was used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D5: Should the Health Services component be continued as it is, modified, expanded, or deleted?

Evaluation Question D5-3: Were any problems encountered in the implementation of the Health Services component?

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-1: Were the component's objective met?

- a. Parental Involvement Component: By October of the 1978-79 school year, the Parental Involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I.
- b. The pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes.

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

- a. Were clothing purchases handled efficiently?
- b. Was the recruitment procedure handled efficiently?

Procedure

The administration of the interviews consisted of the following steps.

1. A sample of 180 students (60 pre-K, 60 elementary level, 60 secondary level) was chosen randomly from a list of the migrant students being served by a Migrant teacher. When a second student from a family already represented was chosen, that student was dropped from the sample and another student was chosen. Choosing students in this manner gave 180 randomly selected families for the sample.

2. The parents of these students were sent a letter (Attachment O-1) from Superintendent, Jack L. Davidson, written in both English and Spanish, informing the parents that they would be contacted by ORE, either by phone or mail, and asked to answer some questions about the Migrant Program.
3. An attempt was made to contact sixty parents (20 pre-K students, 20 elementary students and 20 secondary students) by phone during the month of May, 1979. Fifty-nine of the families were actually contacted. The parents were interviewed by the Migrant Program Evaluation Assistant in either English or Spanish depending on their preference. Copies of the interview in English and Spanish are included in Attachment O-2.

Results were tallied by hand. A discussion of the results will be presented below by evaluation question. The tables included within the text illustrate the responses of the three groups of parents: parents of pre-K students, K-5th grade students, and 6-12th grade students.

Results

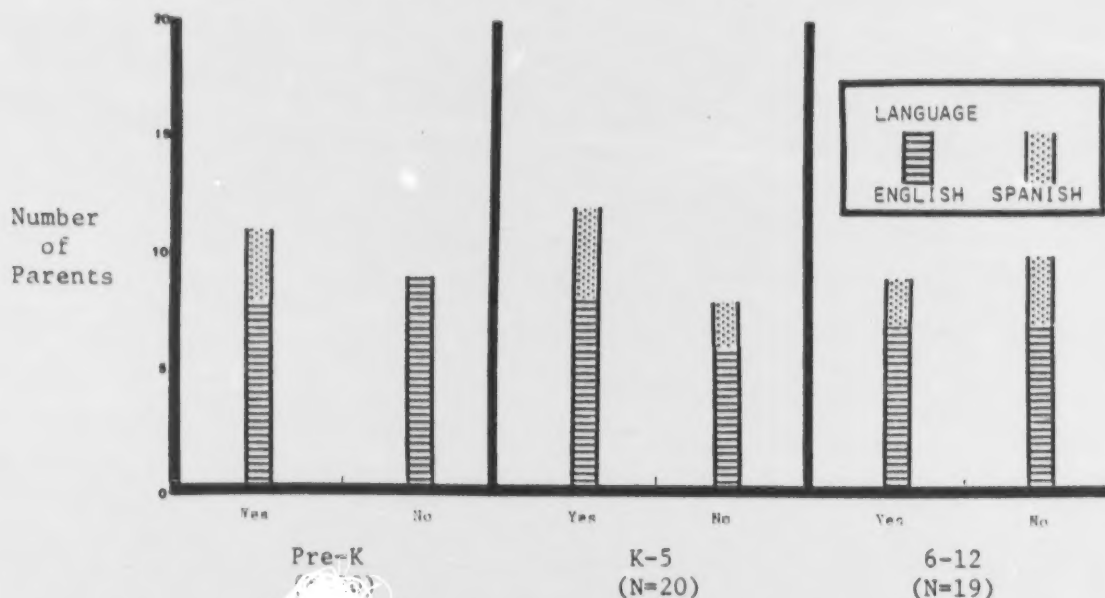
Evaluation Question D5-3: Were any problems encountered in the implementation of the Health Services component?

Evaluation Question D6-3a. Were clothing purchases handled efficiently?

All 24 families who reported receiving medical services were satisfied or very satisfied with the services they received. However, four families reported unsuccessful attempts to receive medical services.

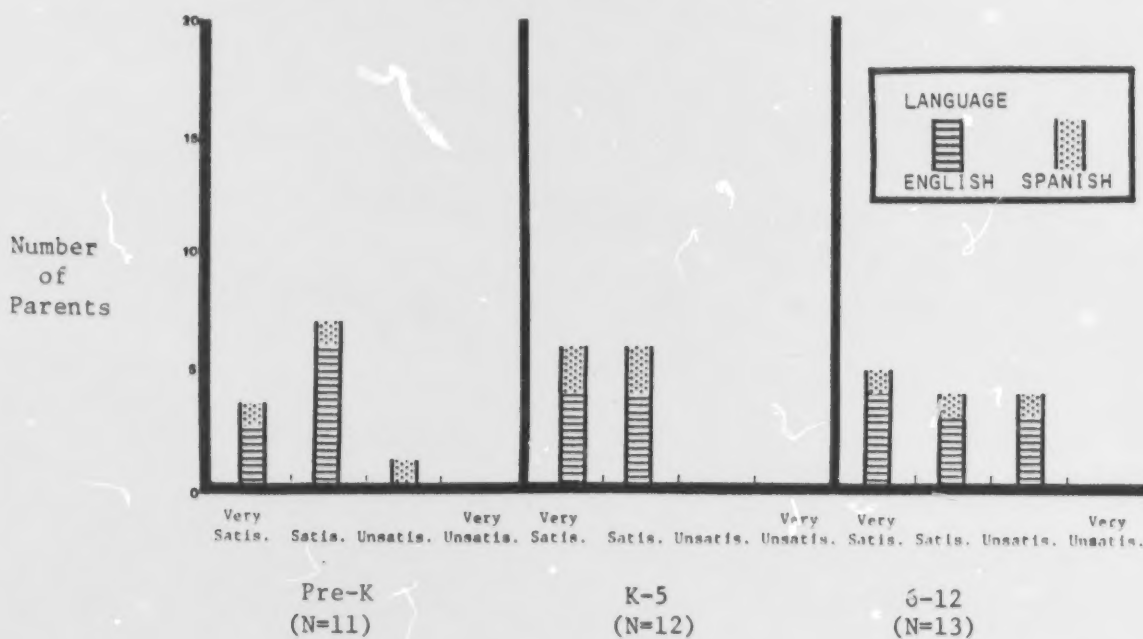
Of the 32 families receiving clothing purchases, only one was unsatisfied with the services. Thirteen families indicated that they were not fully informed about the clothing and medical services available through the Migrant Program.

Question 1a. Has your child/children received any clothing or medical care from the Migrant program?



Of the 33 "yes" responses, eight (six pre-K, two K-5) received only clothing services. Of the 27 "no" responses, 13 (six pre-K, three K-5, four 6-12) said they were uninformed or had little knowledge of the clothing and medical services available. Four (6-12) had attempted to receive services and were unable to.

Question 1b. How satisfied were you with the services?



Question 1c. How could the services be made better?

Pre-K: Nineteen parents offered no suggestions. The following suggestions were made:

- follow through better on promise of future services.
- improved quality and fit of clothing.

K-5: Eighteen parents offered no suggestions. The following suggestions were made:

- more information to families.
- provide services at the time they are needed.

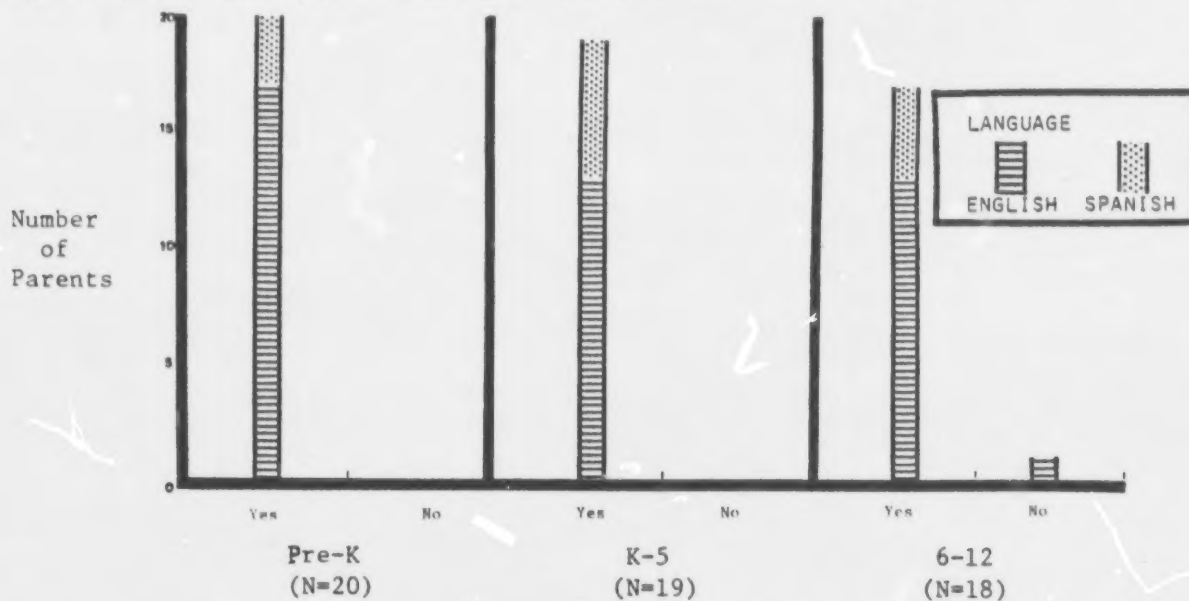
6-12: Fifteen parents offered no suggestions. The following suggestions were made:

- provide services at the time they are needed.
- follow through better on promises of future services.
- see that children receive medical care even if it is not an emergency and the child is not in pain.

Evaluation Question D6-3b: Was the recruitment procedure handled efficiently?

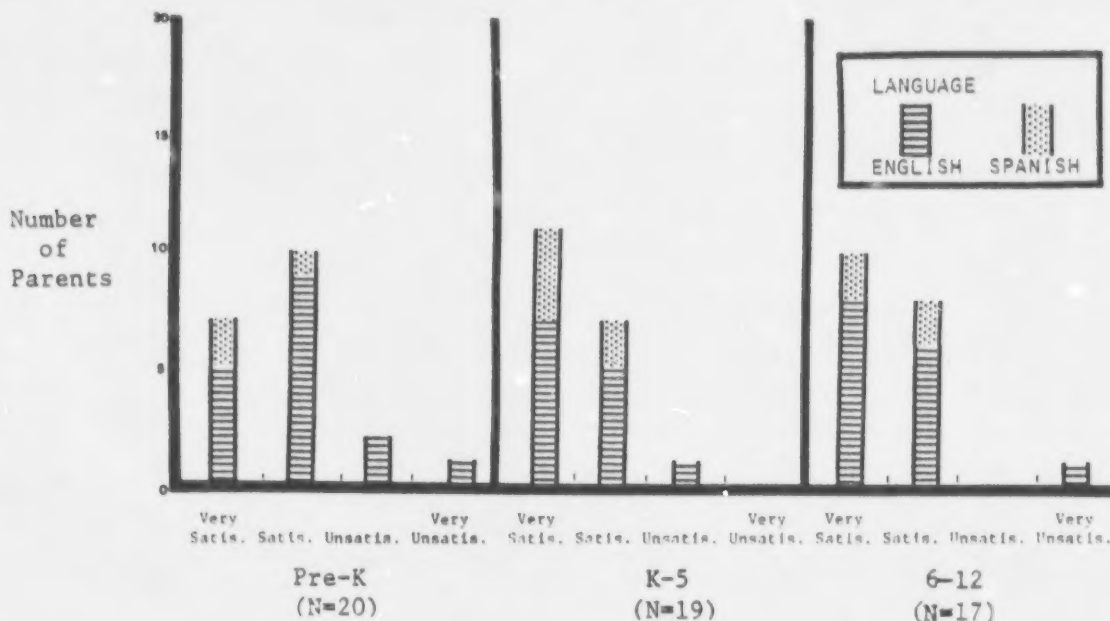
Ninety-five percent of the families were satisfied or very satisfied with the community representative's explanation of the migrant program.

Question 2a. Were you at home when the community representative visited?



Note: Two parents (one K-5 and one 6-12) did not remember community representative's visit.

Question 2b. How satisfactory was the explanation of the program?



Question 2c. In what ways could the visit of the community representative be improved?

Pre-K: Fourteen parents offered no suggestions. The following suggestions were made:

- clarification about child's school day.
- more information about the school itself, transportation, clothing, and medical services available, especially to young parents.
- seek out more migrant families in this area; there are many migrant families that are unaware of the program.
- visit or phone for more information on progress of child during the year.

K-5: Seventeen parents offered no suggestions. The following suggestions were made:

- more communication between representative and administrators of program.
- more information on medical care and clothing services available.
- call before visiting the homes.

6-12: Fifteen parents offered no suggestions. The following suggestions were made:

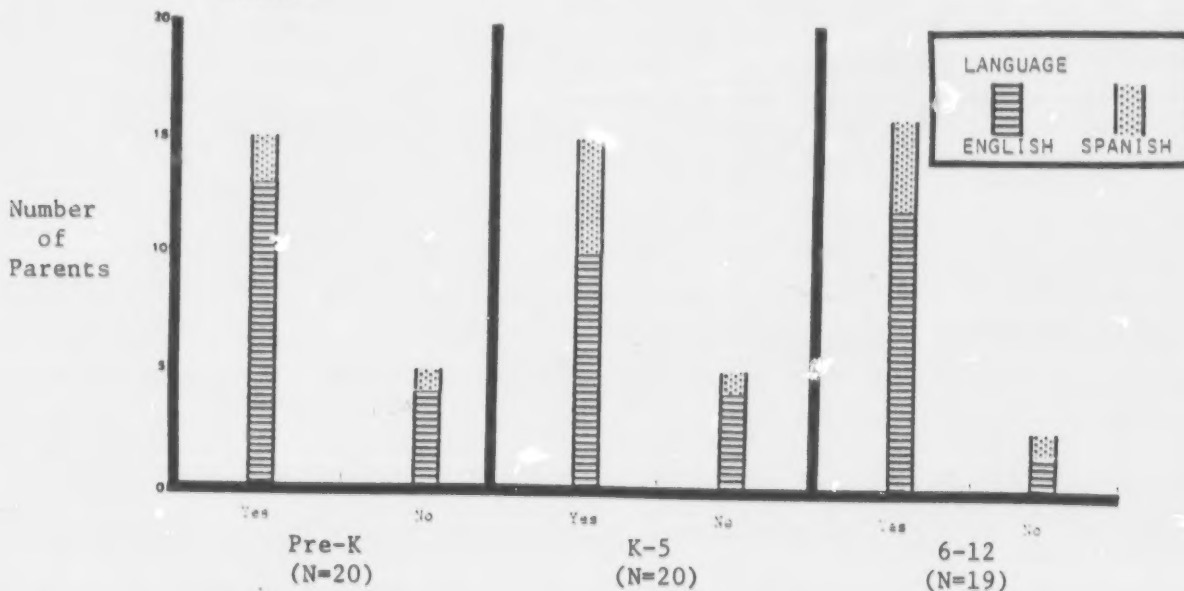
- more explanation of clothing and medical services available through the program.
- arrange visits in the afternoons for working parents.
- more frequent contact with the families.

Evaluation Question 6-1: Were the component's objective met?

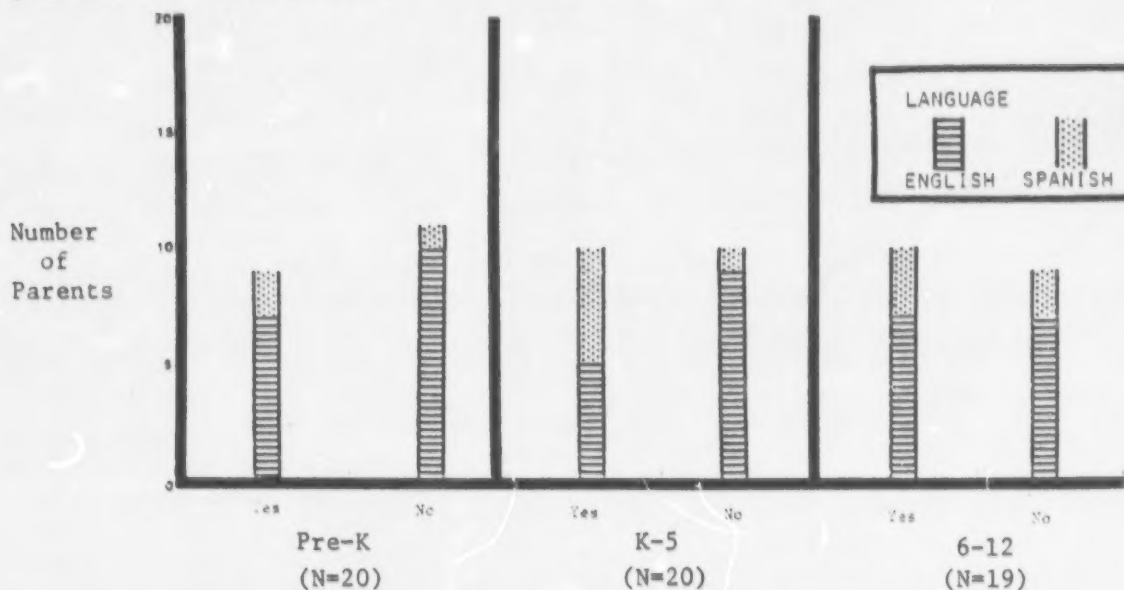
a. Parental Involvement Component: By October of 1978-79 school year, the Parental Involvement personnel will establish local Title I Migrant PAC or local Title I/Title I Migrant PAC in coordination with Title I personnel in accordance with Title I.

Seventy-eight percent of the parents had been invited to the PAC meetings at their child's school and 49% attended a PAC meeting this year.

Question 3a. Have you been invited to attend PAC meetings at your child's school?



Question 3b. Have you attended a PAC meeting this year?



Question 3c. Do you have any suggestions for improving the PAC?

Pre-K: Nineteen parents offered no suggestions. The following suggestion was made:

- to continue, and to carry through on the meetings throughout the school year.

K-5: Nineteen parents offered no suggestions. The following suggestion was made:

- schedule PAC meetings so that both parents can attend.

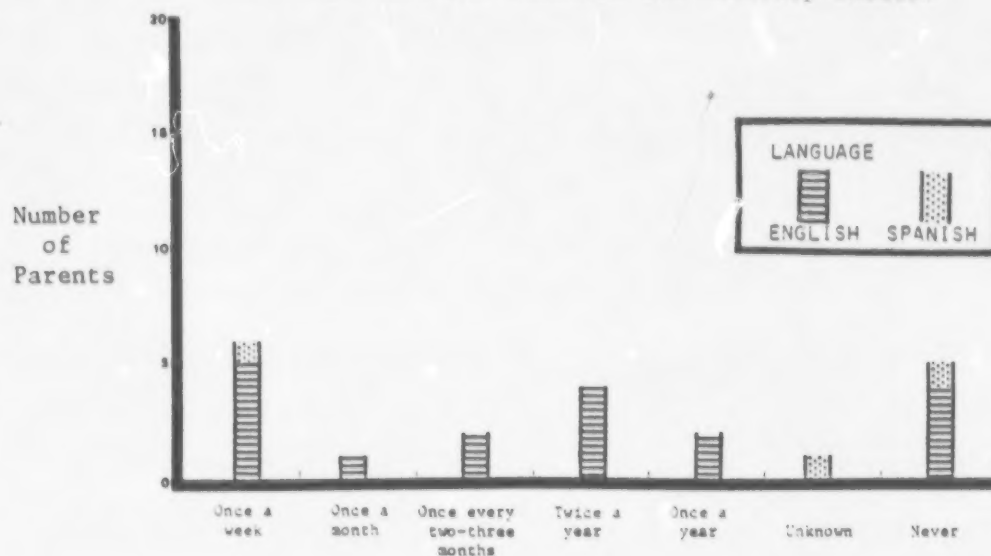
6-12: Sixteen parents offered no suggestions. The following suggestions were made:

- work on involving more parents.
- more convenient time for PAC meetings.

Evaluation Question D6-1b: Were the component's objective met? The pre-K teachers will implement the "Home Activities for Parents" with parents of at least 50% of the children in their classes.

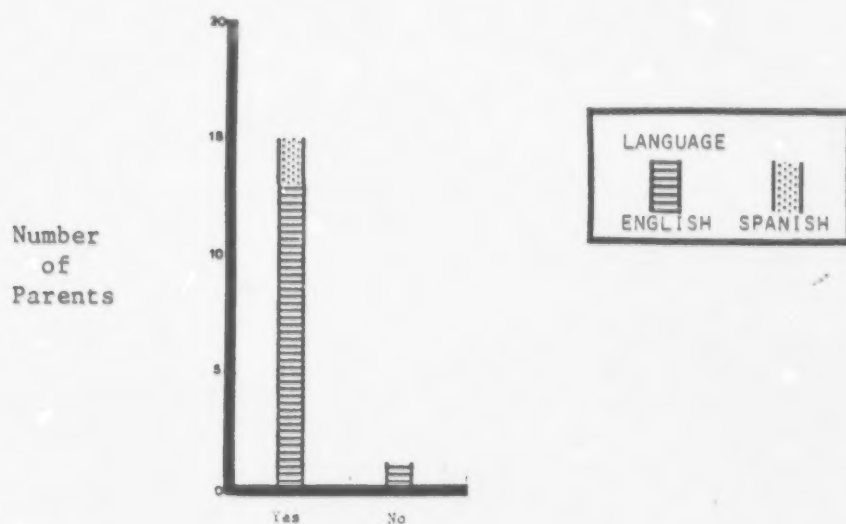
Seventy-seven percent of the parents of pre-K students reported receiving the "Home Activities" sheets at least once during the school year. Of those, only one parent did not use the sheets.

Question 4. *Your child has been bringing activity sheets for you to work on together at home.
How often have you received the activity sheets?



Pre-K
(N=21)

Question 4b. Did you use the activity sheets?



Pre-K
(N=16)

*Respondents to this question include parents of students from the elementary and secondary sample who also have children at the pre-K level.

Summary

Most families (97%) were satisfied or very satisfied with the medical and clothing services they received. However, 24% of the parents contacted were uninformed or had little knowledge of the services available. Four families were unsatisfied because they had been unable to obtain the services requested.

Only one of the 59 parents was not at home during the visit of the community representative. Two other parents did not remember the visit. Most families (95%) were satisfied or very satisfied with the explanation of the program they received from the community representative. Approximately half (49%) of the parents attended a PAC meeting this year.

Parental involvement at the pre-K level was high, with 71% of all pre-K parents interviewed using the "Home Activities" sheets.

AUSTIN INDEPENDENT SCHOOL DISTRICT

DR. JACK L. DAVIDSON, SUPERINTENDENT



April 24, 1979

Abril 24, 1979

Dear Parents:

As parents of migrant students, I know that you are interested in the Migrant Program in Austin's schools. One way we have of working to improve the program is to ask some parents questions about the program.

We would like to get your opinion on some parts of the program. The evaluation assistant of the Migrant Program Evaluation staff, who speaks both English and Spanish, will be calling you soon or sending you a questionnaire by mail. It is my hope that you will give her your full cooperation and assistance by answering the questions.

Estimados Padres:

Como padres de estudiantes migrantes, se que a Uds. les interesa el Programa para migrantes en las escuelas de Austin. Un modo que empleamos para mejorar el programa es preguntarles a algunos padres preguntas acerca del programa.

Quisieramos obtener su opinion acerca de algunas partes del programa. La asistente de evaluacion de la Division de Evaluacion del Programa para migrantes, que habla ingles y español, los llamara al poco tiempo o les enviara un cuestionario por correo. Espero que Uds. le den a ella su cooperacion y asistencia completa con responder a las preguntas.

Sincerely,
Sinceramente,Jack L. Davidson
Superintendent
Superintendente

MIGRANT PARENT INTERVIEW

As a way of learning more about how the Migrant Program works in Austin, we are asking the parents of some migrant students a few questions about the program. We hope their answers will help the District improve the Migrant Program. You have been selected to be included in our survey. We would appreciate your help in taking a few minutes to answer the following questions.

1. The Migrant Program has money to buy clothing for some migrant students. The program also has a nurse who examines migrant students and who has money to pay for visits to the doctor or dentist for students who qualify.
 - a. Has your child/children received any clothing or medical care from the Migrant Program? _____
 - b. How satisfied were you with the services?
____very satisfied ____satisfied ____unsatisfied ____very unsatisfied
 - c. How could the services be made better? _____

2. Community representatives visit the homes of migrant families each year to explain the program to them and to register the children for the Migrant Program.
 - a. Were you at home when the community representative visited? _____
IF YES, how satisfactory was the explanation of the program?
____very satisfactory ____satisfactory ____unsatisfactory ____very unsatisfactory
IF NO, how satisfactory did your husband or wife find the explanation of the program to be?
____very satisfactory ____satisfactory ____unsatisfactory ____very unsatisfactory
 - b. In what ways could the visit of the community representative be improved? _____

3. Each school with a Migrant teacher has a Parent Advisory Council made up of parents whose children are taught by either a Title I or Title I Migrant teacher.
 - a. Have you been invited to attend P.A.C. meetings at your child's school?
____yes ____no

b. Have you attended a PAC meeting this year?

☐ yes ☐ no

c. Do you have any suggestions for improving the PAC:

4. For Pre-K Parents using "Home Activities."

Your child/children has been bringing activity sheets for you to work on together with them at home.

a. How often have you received the activity sheets?

☐ once a week ☐ once a month ☐ other (specify) _____

b. Did you use the activity sheets?

☐ yes ☐ no

CUESTIONARIO DE PADRES MIGRANTES

Para poder adquirir mas información de como el Programa para Migrantes funciona en Austin, les estamos haciendo unas cuantas preguntas acerca del programa a los padres de estudiantes migrantes. Esperamos que sus respuestas ayuden al distrito en mejorar el programa. Ud. ha sido escogido para ser incluido en nuestra investigación. Se apreciaría su ayuda en que tome unos minutos para contestar las preguntas siguientes.

1. El Programa para Migrantes tiene dinero para comprarles ropa a algunos estudiantes. Además, el programa tiene una enfermera que examina a los estudiantes migrantes y tiene dinero para pagar las visitas al doctor o dentista de los estudiantes que lo requieren.
 - a. ¿Ha recibido su hijo/hija (o hijos) alguna ropa o servicios médicos del Programa para Migrantes? _____
 - b. ¿Cómo clasificaría Ud. su opinión de los servicios?

muy satis- ____ fecho	satis- ____ fecho	disatis- ____ fecho	muy di- ____ satisfecho
--------------------------	----------------------	------------------------	----------------------------
 - c. ¿Cómo podría el programa mejorar los servicios? _____
2. Representantes del Programa para Migrantes visitan las casas de familias migrantes cada año para explicarles el Programa para Migrantes y registrar a los estudiantes en el programa.
 - a. ¿Estaba Ud. en su casa durante la visita del representante del programa? _____

SI "SI." ¿Cómo clasificaría Ud. su opinión de la explicación?

muy satis- ____ fecho	satis- ____ fecho	disatis- ____ fecho	muy di- ____ satisfecho
--------------------------	----------------------	------------------------	----------------------------

SI "NO." ¿Cómo clasificaría su esposo o esposa el opinión de la explicación?

muy satis- ____ fecho	satis- ____ fecho	disatis- ____ fecho	muy di- ____ satisfecho
--------------------------	----------------------	------------------------	----------------------------
 - b. ¿Cómo se pudiera mejorar la visita del representante del Programa para Migrantes? _____

3. En cada escuela con un(a) maestro(a) migrante hay un Consejo Aconsejere de Padres(PAC) compuesto de los padres de niños que tienen un(a) maestro(a) del Título I o maestro(a) migrante del Título I.

a. ¿Se le ha invitado a Ud. a asistir en las reuniones del PAC en la escuela de su niño?

_____ sí

_____ no

b. ¿Ha asistido Ud. en una reunión del PAC este año?

_____ sí

_____ no

c. ¿Tiene Ud. consejos para mejorar el PAC?

4. Para los padres de los niños de Pre-K que usan Ejercicios de casa (Home Activities)

Su(s) niño(s) trae(n) hojas de ejercicios para que las completa Ud. con ellos en casa.

a. ¿Cuántas veces ha recibido Ud. las hojas de ejercicios?

_____ Una vez a la semana

_____ una vez al mes

_____ otra respuesta

b. ¿Usó Ud. las hojas de ejercicios?

_____ sí

_____ no

Title I Migrant
Appendix P
PRINCIPAL QUESTIONNAIRE

Instrument Description: Principal Questionnaire

Brief description of the instrument:

An 8-item questionnaire including an assessment of supervision provided to Migrant teachers and ancillary services.

To whom was the instrument administered?

All principals with a Migrant teacher.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1979.

Where was the instrument administered?

Delivered to principals via school mail.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Title I Migrant Evaluator.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

No.

PRINCIPAL QUESTIONNAIRE

Purpose

A Principal Questionnaire was used to collect information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-4: Were any problems encountered by the pre-K teachers in the implementation of the pre-K program?

- c. What instructional supervision was provided to Migrant teachers?
- d. What are the perceived needs of the Migrant teachers for supervision?
- e. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D3: Should the K-5 Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D3-3: Were any problems encountered in the implementation of the K-5 program?

- e. What instructional supervision was provided to Migrant teachers?
- f. What are the perceived needs of the Migrant teachers for supervision?
- g. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D4: Should the Secondary Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D4-3: Were any problems encountered in the implementation of the secondary program?

- f. What instructional supervision was provided to the Migrant teachers?

- g. What are the perceived needs of the Migrant teachers for supervision?
- h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

Decision Question D5: Should the Health Services component be continued as it is, modified, expanded, or deleted?

Evaluation Question D5-3: Were any problems encountered in the implementation of the Health Services component?

Decision Question D6: Should the Parental Involvement component be continued as it is, modified, expanded, or deleted?

Evaluation Question D6-3: Were any problems encountered in the implementation of the Parental Involvement component?

- a. Were clothing purchases handled efficiently?

Procedure

The administration of the questionnaire consisted of the following step:

On April 26, 1979, all principals with a Migrant teacher were sent a questionnaire with a self-addressed return envelope via AISD mail. Attachment P-1 is a copy of the questionnaire and accompanying memo. A handwritten reminder was sent to the principals who had not returned the questionnaire after one week. Fourteen of the sixteen principals returned the questionnaires. The responses on completed questionnaires were hand tabulated.

Results

Evaluation Questions D2-4, D3-3, D4-3. Were any problems encountered in the implementation of the pre-K program (K-5 program, secondary program)?

Based upon the data reported below, the following problem areas have been identified through the principal questionnaire.

- Supervision of Migrant teachers. *There appears to be a need to clearly distinguish between the supervisory functions of*

the school principal and the Migrant Coordinator in the areas of Procedural and Record-Keeping Skills, Instructional Skills, Classroom Management Skills, and Skills Specific to the Migrant Program.

- Information regarding Ancillary Services. Principals need to be more fully informed regarding the Clothing and Health Services and the eligibility criteria for receiving them. Even though the principals indicated receiving information about the Migrant Program from the Migrant Coordinator and from various other sources this year, this does not appear to have been sufficient. The principals appear to be requesting continuous personal contact throughout the year to keep them informed and reformed regarding these services.

Evaluation Questions D2-4c, D3-3e, D4-3f. What instructional supervision was provided to Migrant teachers?

Based upon the results reported below, it is the opinion of both elementary and secondary principals that they share responsibility with the Migrant Coordinator for providing instructional supervision to the Migrant teachers. It appears from the principals' responses that there is no clear distinction between the supervisory functions of the school principal and the Migrant Coordinator except at the secondary level in two areas. Secondary principals feel that they alone are responsible in the area of Classroom Management Skills. Secondary principals also feel that in the area of Skills Specific to the Migrant Program, only the Migrant Coordinator is responsible for supervision.

Figure P-1 is a summary of the principals' responses to Question 1: "Who currently provides your Migrant teacher(s) with supervision in the following areas?" The elementary principals expressed the opinion that they share responsibility with the Migrant Coordinator for supervision of their Migrant teachers in the areas of Procedural and Record-Keeping Skills, Instructional Skills, and Classroom Management Skills. The secondary principals also felt that they share supervisory responsibility in the areas of Procedural and Record-Keeping Skills and Instructional Skills. The majority of secondary principals; however, felt that they alone provide supervision in the area of Classroom Management Skills. In the area of Skills Specific to the Migrant Program, elementary principals felt that the supervisory responsibility was shared; secondary principals felt that the responsibility was the Migrant Coordinator's alone.

	ASSISTANT PRINCIPAL/ PRINCIPAL	COUNSELORS	INSTRUCTIONAL COORDINATORS	MIGRANT PARENTAL INVOLVEMENT SPECIALIST	OFFICE OF RESEARCH & EVALUATION	TITLE I/TITLE I MIGRANT ADMINISTRATOR/ COORDINATOR	NO ONE
<u>Procedural & Record-Keeping Skills:</u>							
Elementary Principals (N=8)	75%	-	-	-	-	88%	-
Secondary Principals (N=5)	80%	-	-	-	20%	60%	-
<u>Instructional Skills:</u>							
Elementary Principals (N=8)	75%	-	38%	-	-	88%	-
Secondary Principals (N=5)	100%	-	-	-	-	60%	-
<u>Classroom Management Skills:</u>							
Elementary Principals (N=8)	88%	13%	38%	-	-	75%	-
Secondary Principals (N=5)	100%	-	-	-	-	20%	-
<u>Skills Specific to Migrant Program:</u>							
Elementary Principals (N=8)	38%	-	-	-	-	75%	13%
Secondary Principals (N=5)	20%	-	-	20%	-	80%	20%

Figure P-1: CURRENT SUPERVISION OF MIGRANT TEACHERS. Principals' responses to Question 1: Who currently provides your Migrant teacher(s) with supervision in the following areas?

Evaluation Questions D2-4d, D3-3f, D4-3g. What are the perceived needs of the Migrant teachers for supervision?

Evaluation Questions D-2-4e, D3-3g, D4-3h. What supervision should be provided to the Migrant teachers; who should provide the supervision?

The majority of principals (85%) did not express a need for additional supervision for their Migrant teachers.

One elementary principal suggested further supervision by a migrant reading supervisor in the areas of curriculum, materials, scheduling/grouping of students, and establishing the program on a new campus. One secondary principal suggested that regular teaching areas be supervised by the school principal and that special migrant areas be supervised by the migrant personnel.

Evaluation Question D6-3a. Were clothing purchases handled efficiently?

Fifty percent of the elementary principals (N=8) and 75% of the secondary principals (N=4) agreed that they were knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services. Since the participation of the school principal was made an integral part of the clothing requisition process, the above finding is not satisfactory.

Figure P-2 is a summary of the principals' responses to the question: "I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services."

	COMPLETELY AGREE	MOSTLY AGREE	PARTLY AGREE/ PARTLY DISAGREE	DISAGREE	COMPLETELY DISAGREE
Elementary Principals (N=8)	38%	13%	38%	13%	-
Secondary Principals (N=4)	-	75%	25%	-	-

Figure P-2. CLOTHING SERVICES. Principals' responses to Question 6: "I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services."

The following suggestions for improving the Clothing Services were offered by elementary principals.

- Allocate funds to each school based on the number of students.
- Maintain personal contact with principals to keep them better informed.
- Inform schools of deadline for submitting requests.

The following suggestion was made by one of the secondary principals.

- Community Representatives should deliver clothing to the homes (not to the schools).

Evaluation Question D5-3. Were any problems encountered in the implementation of the Health Services component?

Thirty-eight percent of the elementary principals (N=8) and 100% of the secondary principals (N=6) agreed that they were knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services. Since only eligible migrant students can be served, it is not satisfactory that only a small percentage of the elementary principals felt that they were knowledgeable of the services and the eligibility criteria for receiving them.

Figure P-3 is a summary of the principals' responses to the statement: "I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services."

	COMPLETELY AGREE	MOSTLY AGREE	PARTLY AGREE/ PARTLY DISAGREE	DISAGREE	COMPLETELY DISAGREE
Elementary Principals (N=8)	25%	13%	50%	13%	-
Secondary Principals (N=6)	-	100%	-	-	-

Figure P-3. HEALTH SERVICES. Principals' responses to Question 4: "I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services."

The following suggestions for improving the Health Services were made by elementary principals.

- The Migrant Nurse should make periodical visits to the schools.
- Schools should receive prior notification of the nurse's visits.
- An information brochure should be prepared for parents.
- Maintain personal contact with principals to keep them informed.

Information About the Migrant Program. The questionnaire also asked principals the following question:

"How have you received information about the Migrant Program this year?"

The main source of information for the school principals about the Migrant Program was the Migrant Coordinator. Eighty-nine percent of the elementary principals and 100% of the secondary principals indicated that they receive information from the Migrant Coordinator.

Figure P-4 is a summary of the principals' responses to Question 3: "How have you received information about the Migrant Program this year?"

	<u>Staff Development</u>	<u>Brochures</u>	<u>Migrant Coordinator</u>	<u>Community Representatives</u>	<u>*Other</u>
Elementary Principals (N=9)	33%	67%	89%	33%	33%
Secondary Principals (N=5)	20%	40%	100%	60%	40%

*Other included Migrant teachers, Migrant Nurse, students, and other schools.

Figure P-4. WHO INFORMED PRINCIPALS ABOUT MIGRANT PROGRAM.

Other Information Pertinent to the Evaluation. Principals were given an opportunity in the questionnaire to provide additional data to be used in the evaluation. They were asked to respond to the following question.

"Is there any information regarding the Migrant Program on your campus which we have not collected through the above information sources? If your answer is yes, and you feel that the information should be included in this year's final evaluation report, please provide that data in the space below."

Only one principal responded to the question. The response addressed the eligibility criteria for the program.

The one secondary principal responding to the question made the following comment.

- I personally feel that some effort should be made to screen the students enrolled to eliminate those that do not meet the criteria listed as necessary to be included in the program.

AUSTIN INDEPENDENT SCHOOL DISTRICT
office of research and evaluation

April 24, 1979

TO: Principals With Migrant Teachers
FROM: Myron Friedman, Title I Migrant Evaluator
SUBJECT: Principal Questionnaire

The attached questionnaire is being sent to all principals who have a Migrant teacher on their campus. The major areas addressed by the questionnaire are 1) supervision of Migrant teachers and 2) the ancillary services (Health and Clothing).

Please mark your responses directly on the questionnaire and return it to me in the enclosed, self-addressed envelope by Friday, May 4th. I appreciate your taking time away from your schedules at this busy time of year.

Thank you very much for your assistance.

cc: Lee Laws
Oscar Cantu
Jose Mata

Approved: *Sharon Zipp*
Senior Evaluator for Compensatory Education Programs

Approved: *Linda Holler*
Director, Office of Research and Evaluation

Approved: *Mac Brundage*
Director, Elementary Education

Approved: *Lawrence Buford*
Director, Secondary Education

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and EvaluationTITLE I MIGRANT EVALUATION
PRINCIPAL QUESTIONNAIRE

IN ANSWERING QUESTIONS 1 AND 2, CONSIDER SUPERVISION TO INCLUDE PERSONNEL EVALUATION, INSTRUCTIONAL SUPERVISION, SKILLS TRAINING, MATERIALS ACQUISITION, AND IMPARTING INFORMATION.

1. Who currently provides your Migrant teacher(s) with supervision in each of the following areas?

Areas of SupervisionPosition of Person(s) Providing Supervision
(List All That Apply)

a. Procedural and Record-
Keeping Skills _____

b. Instructional Skills _____

c. Classroom Management
Skills _____

d. Skills Specific to
Migrant Program _____

2. What other supervisory needs do Migrant teachers have; who should provide the supervision?

Areas Needing SupervisionPosition of Person Who
Should Provide Supervision

_____	_____
_____	_____
_____	_____
_____	_____

3. How have you received information about the Migrant Program this year?

- | | |
|--|--|
| a. Through staff development sessions | e. Other (specify) _____ |
| b. Brochures | |
| c. Through the Migrant coordinator
(memos, phone calls, etc.) | f. I have received no information
about the Migrant Program this
year. |
| d. Through the community representative | |

+ OVER +

4. I am knowledgeable of the Health Services available to migrant students and of the eligibility criteria for receiving these services.

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

5. List any changes that you would like to see in the Health Services and/or the way they are administered.

6. I am knowledgeable of the Clothing Services available to migrant students and of the eligibility criteria for receiving these services.

a.	b.	c.	d.	e.	f.
Completely	Mostly	Partly Agree/	Mostly	Completely	Not
Agree	Agree	Partly Disagree	Disagree	Disagree	Applicable

7. List any changes that you would like to see in the Clothing Services and/or the way they are administered.

8. The 1978-79 evaluation of the Migrant Program has included principal, teacher, and parent questionnaires, classroom observations at grades K-5, Student Attendance Reports, and achievement test scores. Is there any information regarding the Migrant Program on your campus which we have not collected through the above information sources? If your answer is yes and you feel that the information should be included in this year's final evaluation report, please provide that data in the space below.

We certainly appreciate your taking a few minutes of your time to help us out! Please send this back in the enclosed, self-addressed envelope. Thanks again.

Title I Migrant

Appendix Q

PRE-KINDERGARTEN LONGITUDINAL FILE

Instrument Description: Pre-Kindergarten Longitudinal File

Brief description of the instrument:

The pre-Kindergarten Longitudinal File was created in June, 1977 in order to follow the progress of migrant pre-K children. The file contains demographic data as well as the results of standardized testing with the following instruments: CAT, PAL, MRT, SEDL MASTERY TESTS, BOEHM.

To whom was the instrument administered?

The file includes students who were enrolled in a migrant pre-K class in 1974-75 or 1975-76.

How many times was the instrument administered?

N/A.

When was the instrument administered?

The test data, with the exception of the SEDL Mastery Tests, were administered according to the Systemwide test procedures in effect at that time.

Where was the instrument administered?

N/A.

Who administered the instrument?

N/A.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Test data was not available for all students who were in the pre-K program. This may have biased the results.

Who developed the instrument?

N/A.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

PRE-KINDERGARTEN LONGITUDINAL FILE

Purpose

The Pre-Kindergarten Longitudinal Study was completed to provide information relevant to the following decision and evaluation questions published in the project evaluation design.

Decision Question D2: Should the Pre-K Instructional component be continued as it is, modified, expanded, or deleted?

Evaluation Question D2-3: What has been the long-term effect of participation in the pre-K program?

Procedure

During the 1976-77 academic year, a pre-K longitudinal file was created to determine the long-term effect of participation in the Migrant Pre-K Program. The file consisted of 402 A. I. S. D. children who were in kindergarten, first, or second grade during the 1976-77 school year. These children were selected from three groups among which comparisons would be made. The groups were PRE-K, NON-PRE-K, and NONMIG. The PRE-K group included 102 children who had attended migrant pre-K classes. The NON-PRE-K group included 123 current migrant students with no pre-K experience. The NON-MIG group included a random sample of 177 non-migrant, Mexican American students in the eight Title I schools most heavily represented in the PRE-K and NON-PRE-K groups. To the extent that data could be found, scores for the following instruments were collected for each student: (a) the PAL Oral Language Dominance Measure, (b) the California Achievement Tests (Reading and Math), (c) the Metropolitan Readiness Tests, and (d) the Boehm Test of Basic Concepts.

The procedures for creating the pre-K longitudinal file, the analyses conducted, and the results have remained an unpublished working paper. That paper has been edited and prepared for publication as Attachment Q-4 to this appendix.

In June, 1979, to the extent that data were available CAT test data from the spring, 1979 Systemwide Testing were added to the pre-K file. This update file is available at U. T. on PF, 1931, 1352, NEWFIL. Attachment Q-1 is a copy of the card file layout. The data were analyzed using the SPSS programs CROSSBREAK and ANOVA. The control program is available at U. T. on PF, 6634, 1298, KINSPS. Attachment Q-2 is a listing of the programs.

Results

Evaluation Question D2-1. What has been the long-term effect of participation in the pre-K program?

Based upon the results reported below for the Migrant pre-K students, who are currently in the second grade, it appears that the migrant students have benefited from their pre-kindergarten experience. It appears as if the pre-K experience provided the migrant students with a headstart which allowed them to keep pace with their fellow students during their years in grades K through 2. To the extent that the NON-PRE-K group is comparable to the PRE-K group, we can tentatively conclude that without the pre-kindergarten experience, the migrant students would have fallen significantly behind their fellow students by the time they reached the end of the second grade. No conclusions should be made based upon the third grade data, due to the small sample size. It would be desirable to follow up on the second grade group through the next academic year. It would also be desirable to compare a new sample of PRE-K students (students in pre-K during the 1976-77 academic year) with a new sample of non-migrant students to see if the trends found with this year's second graders are still holding.

Summary tables for all statistical analyses are included as Attachment Q-3. Figures Q-1 through Q-3 show a comparison of the PRE-K, NON-PRE-K, and NON-MIG groups' mean percentile scores on the fall, 1976 Boehm and the spring, 1979 CAT Reading Tests for students in the second grade during the 1978-79 academic year. Upon their entry into kindergarten, the three groups did not differ on the BOEHM. All three groups scored at about the thirtieth percentile for students from a middle socioeconomic background.

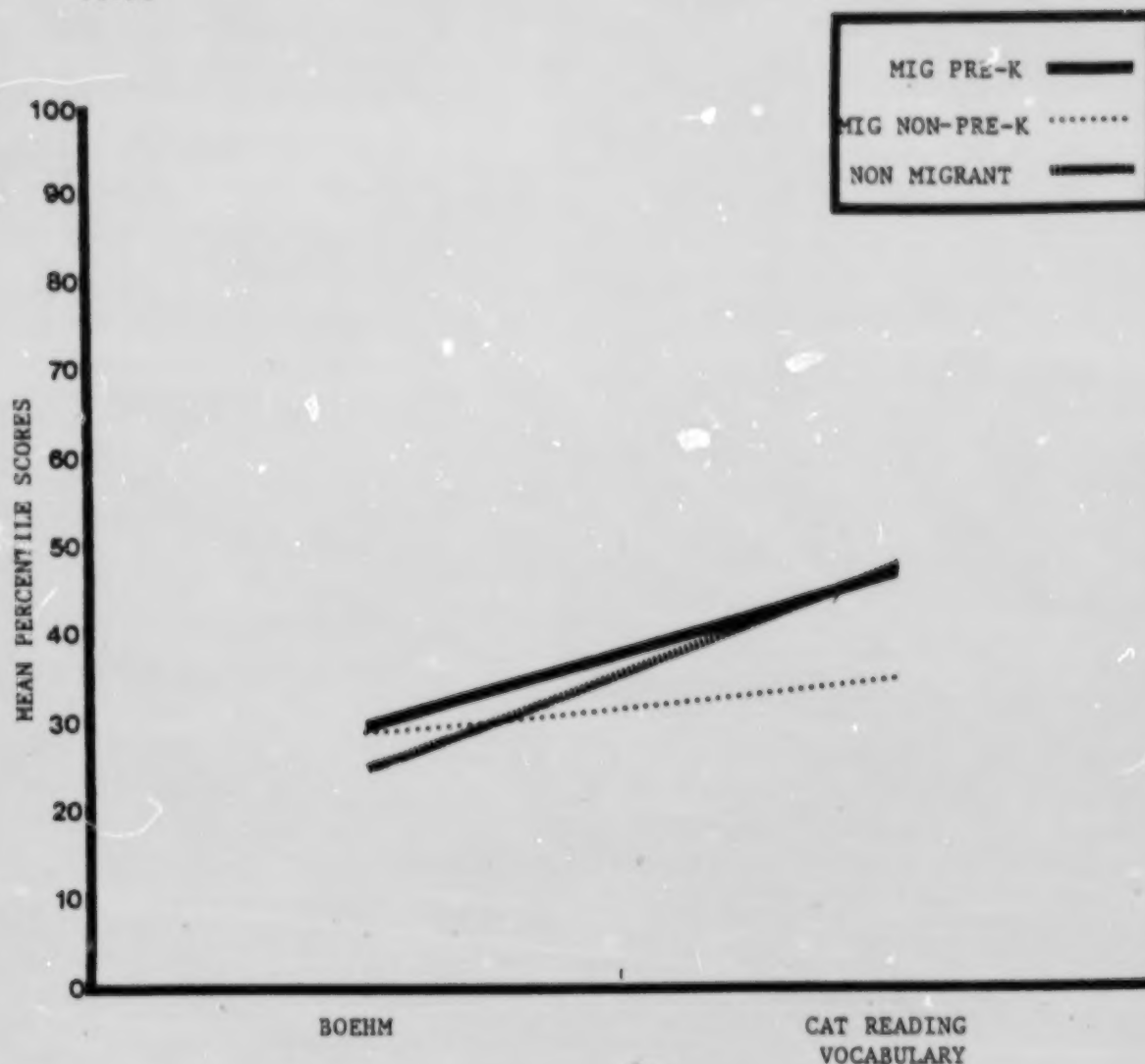
Based upon their CAT test scores in spring, 1979, there was a statistically significant difference among the groups on the Reading Vocabulary and Reading Total scores. It appears that the NONMIG group scored higher than the PRE-K group. The PRE-K group in turn scored higher than the NON-PRE-K group.

There were no significant differences among groups on the math tests. However, there were trends which indicated that the PRE-K group had higher scores than the NONMIG group on the Concepts and Total scores. On the Computations test, the NONMIG group had the highest score. The NON-PRE-K group had the lowest scores on all of the CAT tests.

Results for students in the third grade are quite different. Those, however, should be interpreted with some caution. The sample size at the third grade is only 15 students in the PRE-K and NON-PRE-K groups and 17 in the NONMIG group.

Figures Q-4 through Q-6 show a comparison of the PRE-K, NON-PRE-K, and NONMIG groups' mean percentile scores on the fall, 1975 Boehm and the spring, 1979 CAT Reading tests for students in the third grade during the 1978-79 academic year. Upon their entry into kindergarten, there was no statistically significant differences among the three groups on the Boehm. All three groups scored at about the twentieth percentile for students from a middle socio-economic background.

Based upon their CAT test scores in spring, 1979, there was a statistically significant difference among the groups on all of the Reading tests. It appears that both the NONMIG and the NON-PRE-K groups scored higher than the PRE-K group. There was also a significant difference among the groups on the Math Concepts test. On this test and the other Math test, both the NONMIG and the NON-PRE-K groups had higher scores than the PRE-K group. As indicated above, no conclusions should be made based upon the third grade data. It would be desirable to follow up on the second grade group through the next academic year.

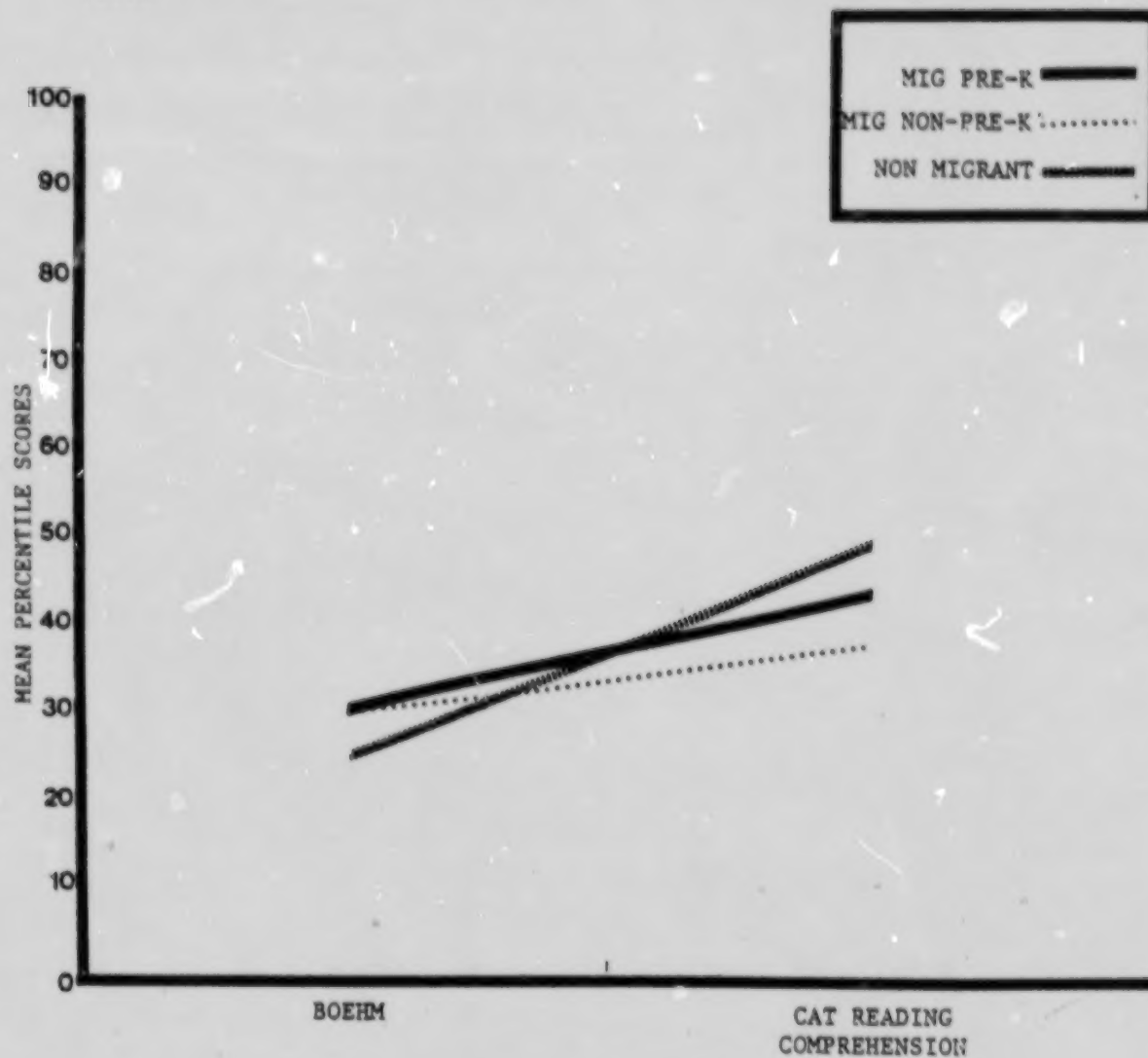


	MEAN PERCENTILE SCORES	
	BOEHM	*CAT READING VOCABULARY
MIGRANT PRE-K N=32	30	47
MIGRANT NON-PRE-K N=22	30	36
NON MIGRANT N=38	25	48

Figure Q-1 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1976 BOEHM AND THE SPRING, 1979 CAT READING VOCABULARY. SECOND GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

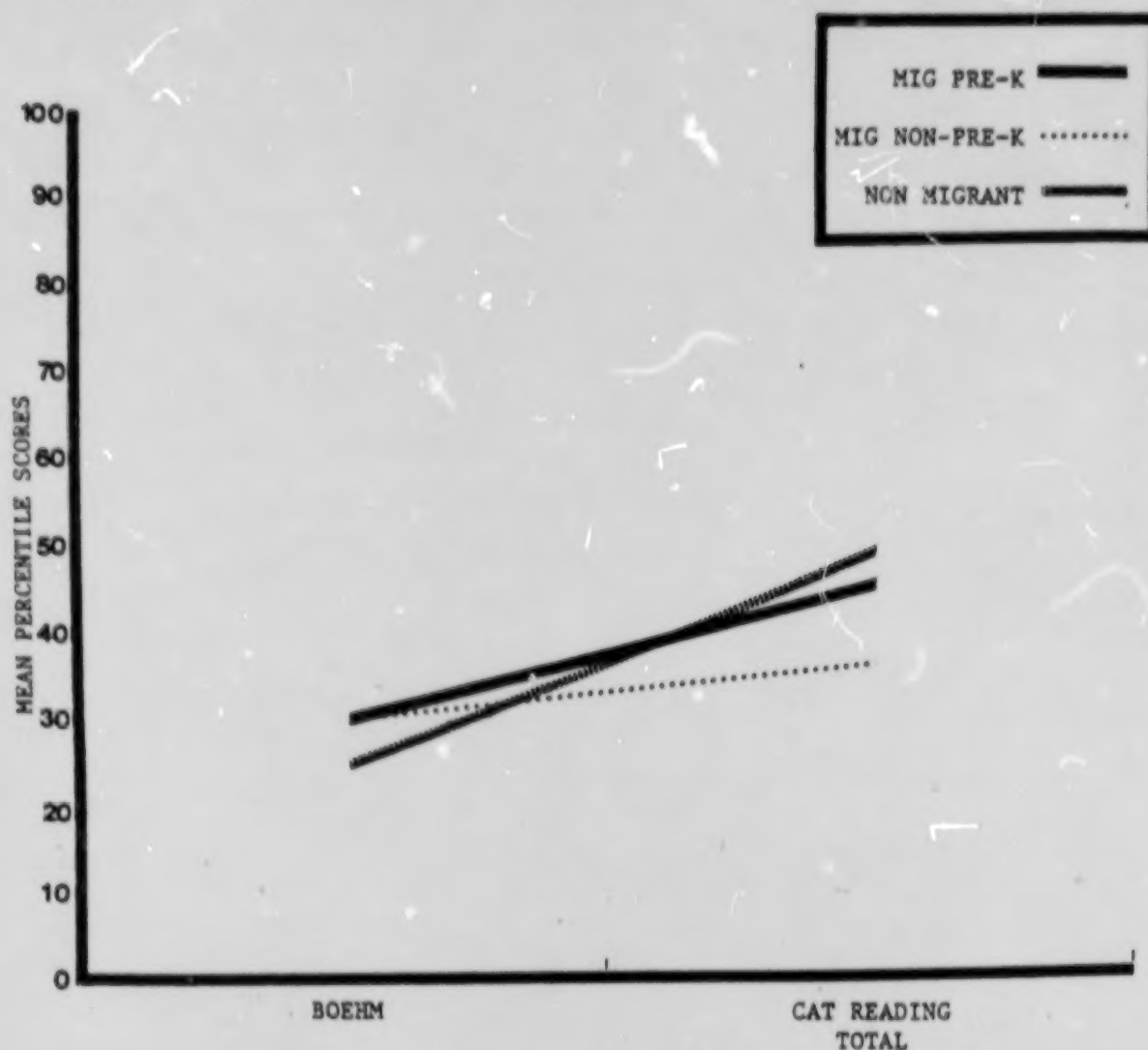
*P<.055

Q-6



	MEAN PERCENTILE SCORES	
	BOEHM	CAT READING COMPREHENSION
MIGRANT PRE-K N=32	30	43
MIGRANT NON-PRE-K N=22	30	37
NON MIGRANT N=38	25	49

Figure Q-2 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1976 BOEHM AND THE SPRING, 1979 CAT READING COMPREHENSION. SECOND GRADE STUDENTS 1978-1979 ACADEMIC YEAR.



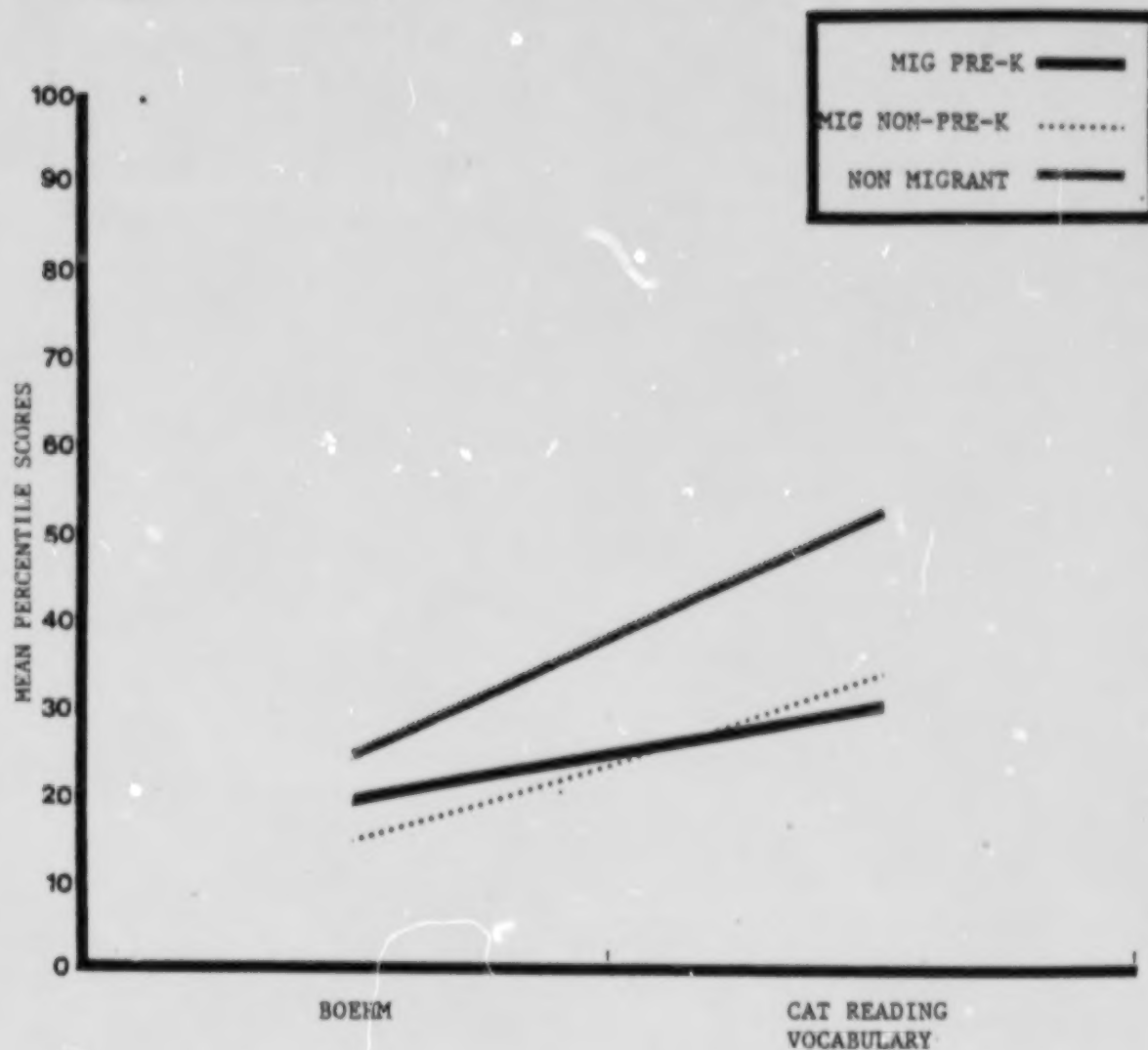
MEAN PERCENTILE SCORES

	BOEHM	* CAT READING TOTAL
MIGRANT PRE-K N=32	30	45
MIGRANT NON-PRE-K N=22	30	36
NON MIGRANT N=38	25	49

Figure Q-3 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1976 BOEHM AND THE SPRING, 1979 CAT READING TOTAL. SECOND GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

*P<.055

Q-8

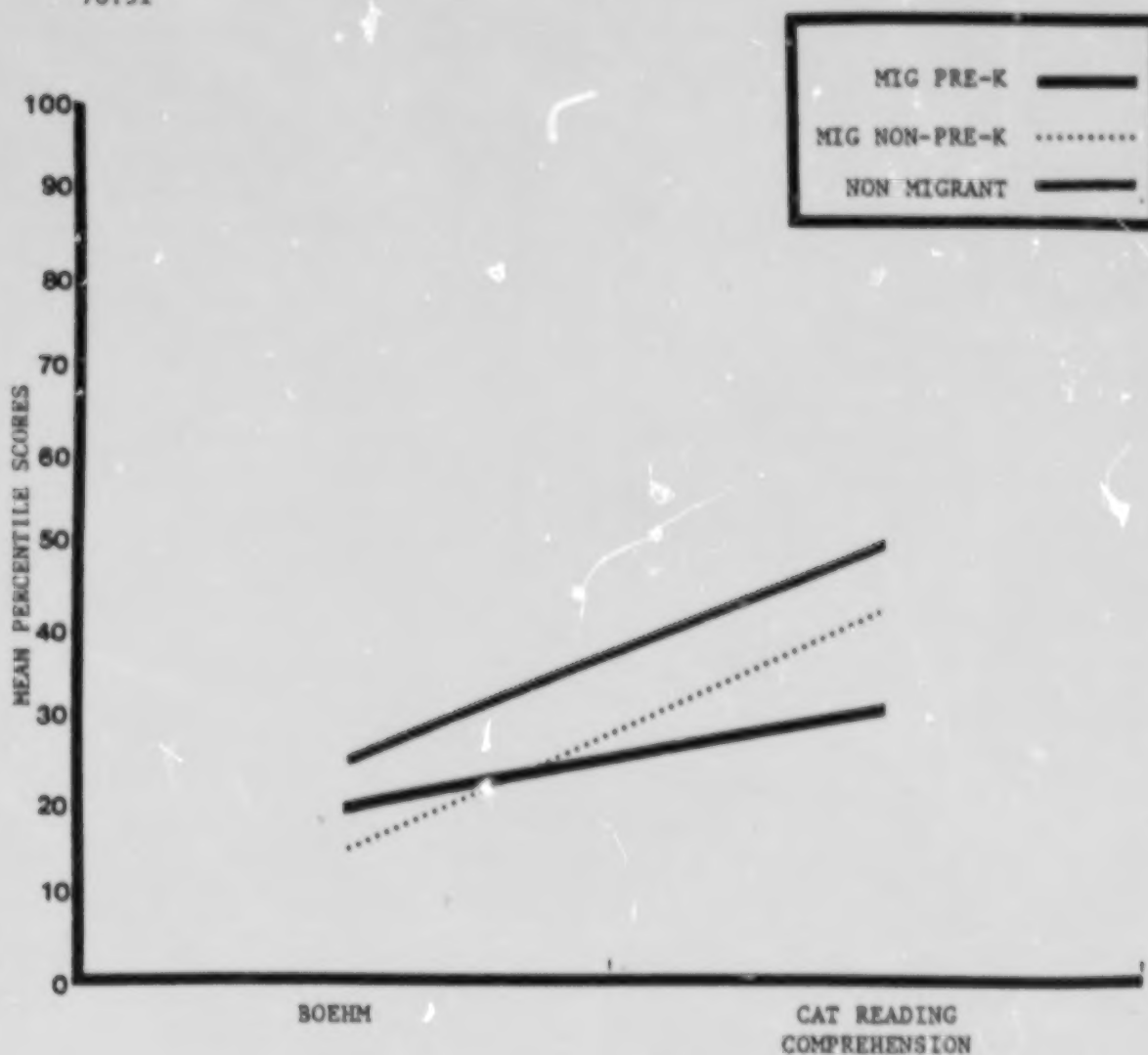


MEAN PERCENTILE SCORES

	BOEHM	**CAT READING VOCABULARY
MIGRANT PRE-K N=15	20	30
MIGRANT NON-PRE-K N=15	15	34
NON MIGRANT N=17	25	53

Figure Q-4 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1975 BOEHM AND THE SPRING, 1979 CAT READING VOCABULARY. THIRD GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

**p<.01



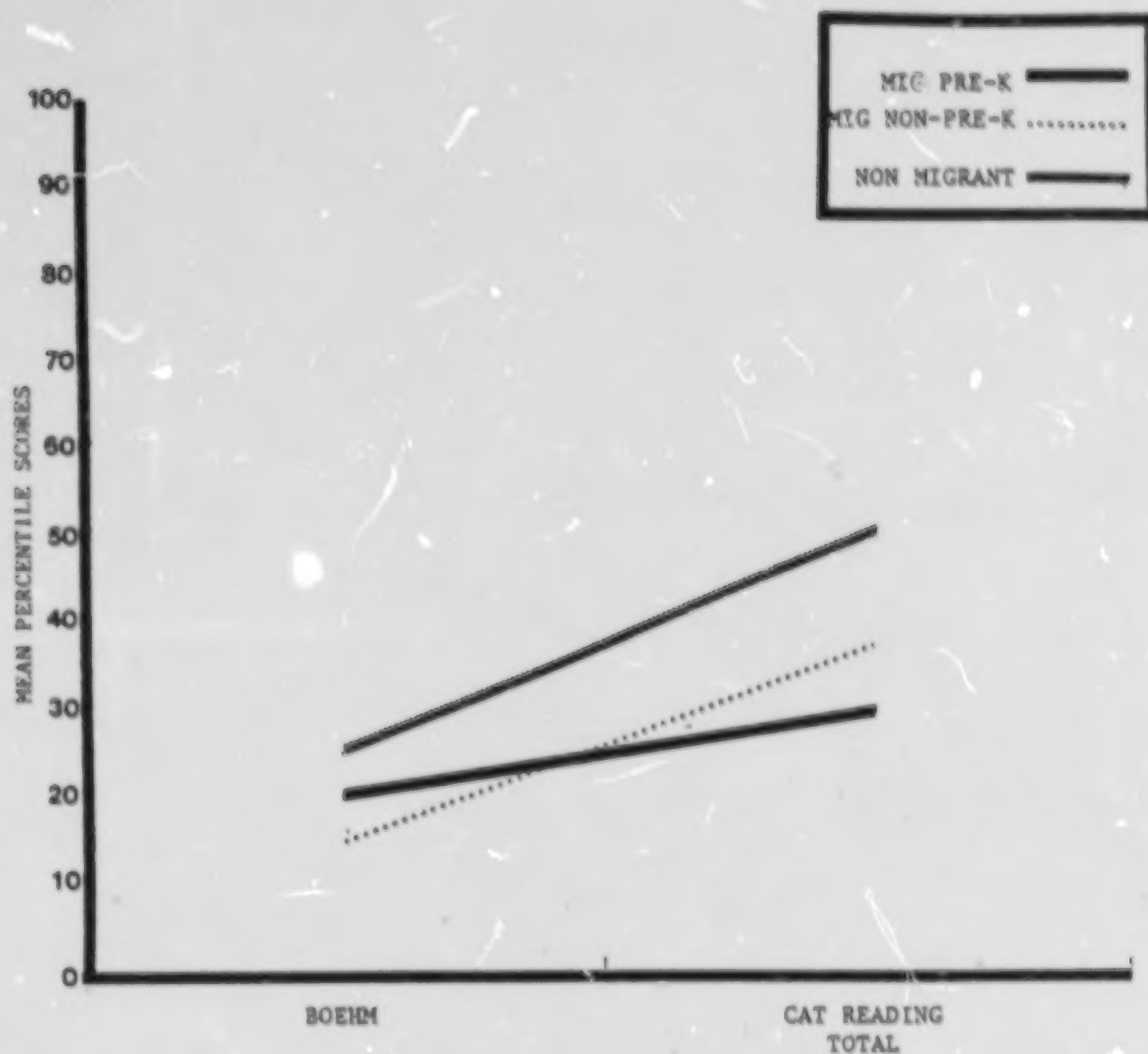
MEAN PERCENTILE SCORES

	BOEHM	*CAT READING COMPREHENSION
MIGRANT PRE-K N=15	20	31
MIGRANT NON-PRE-K N=15	15	42
NON MIGRANT N=17	25	50

Figure Q-5 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1975 BOEHM AND THE SPRING, 1979 CAT READING COMPREHENSION. THIRD GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

*p<.055

Q-10



	MEAN PERCENTILE SCORES	
	BOEHM	***CAT READING TOTAL
MIGRANT PRE-K N=15	20	30
MIGRANT NON-PRE-K N=15	15	39
NON MIGRANT N=17	25	51

Figure Q-6 COMPARISON OF MIGRANT PRE-K, MIGRANT NON-PRE-K, AND NON MIGRANT STUDENTS' MEAN PERCENTILE SCORES ON THE FALL, 1975 BOEHM AND THE SPRING, 1979 CAT READING TOTAL. THIRD GRADE STUDENTS 1978-1979 ACADEMIC YEAR.

***p<.05

Q-11

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79

✓ UT PF 1931, 1352, NEWELL
acct. pass. filename

CONTENTS:

PRE-K LONG. FILE

78.51

Attachment Q-1
Page 1 of 10

	1-3	FILE ID
	4-10	STUDENT ID NUMBER
	12-14	SCHOOL CODE
	16-35	NAME (LAST, FIRST)
	37-38	GRADE
	40-	ETHNIC
	42-	SEX
	44-50	DATE OF BIRTH
	52-72	PARENT'S NAME (LAST, FIRST)
	80-	CARD NUMBER (1)
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

Q-12

FILE ID PIKIS

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant AISD YEAR: 1978-79☒ UT PF 1931,1352,NEWFIL
acct.pass. filename

CONTENTS:

PRE-K LONG. FILE

	1-3	FILE ID
	4-10	STUDENT ID NUMBER
	12-40	PARENT'S ADDRESS
	42-43	YEAR IN PRE-KINDERGARTEN 00=NOT IN PRE-KINDERGARTEN
	45-46	AMOUNT OF TIME IN PRE-KINDERGARTEN 00=NOT IN PRE-KINDERGARTEN
	48-50	SCHOOL CODE FOR PRE-KINDERGARTEN
	52-	CURRENT MIGRANT STATUS
	80-	CARD NUMBER (2)
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

78.51

Attachment 0-1
(Continued, page 2 of 10)

503

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79

✓UT PF1931,1352,NEWFIL
acct.pass. filename

CONTENTS:

PRE-K LONG. FILE

	1-3	FILE ID
	4-10	STUDENT ID NUMBER
	11-12	CAT READING VOCABULARY GRADE EQUIVALENT
	13-14	CAT READING COMPREHENSION GRADE EQUIVALENT
	15-16	CAT READING TOTAL GRADE EQUIVALENT
	17-18	CAT MATH COMPUTATION GRADE EQUIVALENT
	19-20	CAT MATH CONCEPT GRADE EQUIVALENT
	21-22	CAT MATH TOTAL GRADE EQUIVALENT
	23-24	CAT READING VOCABULARY PERCENTILE
	25-26	CAT READING COMPREHENSION PERCENTILE
	27-28	CAT READING TOTAL PERCENTILE
	29-30	CAT MATH COMPUTATION PERCENTILE
	31-32	CAT MATH CONCEPT PERCENTILE
	33-34	CAT MATH TOTAL PERCENTILE
	35-36	CAT READING VOCABULARY RAW SCORE
	37-38	CAT READING COMPREHENSION RAW SCORE
	39-41	CAT READING TOTAL RAW SCORE
	42-43	CAT MATH COMPUTATION RAW SCORE

Q-14

Attachment Q-1
(Continued, page 3 of 10)

78.51

FILE ID 11

CARD FILE LAYOUT

LOCATION:

Page 4070PROGRAM: Title I Migrant AISD YEAR: 1978-79☒ UT PF 1931, 1352, NEWFIL
acct.pass. filename

CONTENTS:

44-5	CAT MATH CONCEPT RAW SCORE	
46-48	CAT MATH TOTAL RAW SCORE	
49-51	CAT READING VOCABULARY ADSS	
52-54	CAT READING COMPREHENSION ADSS	
55-57	CAT READING TOTAL ADSS	
58-60	CAT MATH COMPUTATION ADSS	
61-63	CAT MATH CONCEPT ADSS	
64-66	CAT MATH TOTAL ADSS	
67-69	PAL ENGLISH SCORE	
70-72	PAL SPANISH SCORE	
80	CARD NUMBER (3)	
-		
-		
-		
-		
-		
-		
-		
-		
-		

78.51

Attachment Q-1
(Continued, page 4 of 10)

507

Q-15

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79

✓ UT PF 1931.1352.NEWEIL
acct.pass. filename

CONTENTS:

PRE-K LONG. FILE

78.51

Attachment Q-1
(Continued, page 5 of 10)

	1-3	FILE ID
	4-10	STUDENT ID NUMBER
	11-	TEST FORM OF MRT
	12-13	TEST 1 OF MRT
	14-15	MRT TEST 2
	16-17	MRT AUDITORY RAW SCORE
	18-	MRT AUDITORY STANINE
	19-21	MRT AUDITORY SCALE SCORE
	22-23	MRT TEST 3
	24-25	MRT TEST 4
	26-27	MRT VISUAL RAW SCORE
	28-	MRT VISUAL STANINE
	29-31	MRT VISUAL SCALE SCORE
	32-33	MRT TEST 5
	34-35	MRT TEST 6
	36-37	MRT LANGUAGE RAW SCORE
	38-	MRT LANGUAGE STANINE
	39-41	MRT LANGUAGE SCALE SCORE

505

Q-16

508

FILE ID PIKIS

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79

✓UT PF 1931, 1352, NEWELL
acct. pass. filename

CONTENTS:

PRE-K LONG. FILE

42-43	MRT TEST 7
44-45	MRT TEST 8
46-47	MRT QUANTITATIVE RAW SCORE
48-	MRT QUANTITATIVE STANINE
49-51	MRT QUANTITATIVE SCALE SCORE
52-53	MRT PRE-READING COMPOSITE RAW SCORE
54-	MRT PRE-READING COMPOSITE STANINE
55-56	MRT PRE-READING COMPOSITE PERCENTILE
57-59	MRT PRE-READING COMPOSITE SCALE SCORE
60-61	MRT BATTERY RAW SCORE
62-63	MRT BATTERY PERCENTILE
64-	MRT BATTERY STANINE
80-	CARD NUMBER (4)
-	
-	
-	
-	
-	

18.21

Attachment Q-1
(Continued, page 6 of 10)

51

PROGRAM: Title I Migrant

YEAR: 1978-79

AISS

✓ UT PP 931.1352 NEWELL
acct. pass. filename

CONTENTS:

1-3	FILE ID	
4-10	STUDENT ID NUMBER	
11-12	MRT WORD MEANING	
13-14	MRT LISTENING	
15-16	MRT MATCHING	
17-18	MRT ALPHABET	
19-20	MRT NUMBERS	
21-22	MRT COPYING	
23-25	MRT TOTAL	
26-	SEDL MASTERY TEST PRETEST: IDENTIFYING SPATIAL RELATIONS	
27-	: NAMING BODY PARTS	
28-	: STATING AN ACTIVITY REQ. ARMS AND LEGS	
29-	: SEQUENCING CUT OUTS TO MATCH MODEL	
30-	: IDENTIFYING ANIMALS WHEN NAMED	
31-	: MATCHING VEHICLE PICTURES TO SOUNDS	
32-	: RECOGNIZING SAME SOUNDS	
33-	: MATCHING TOY VEHICLE ON TABLE TO ONE IN HAND	
34-	: Pantomiming PLAYING MUSICAL INSTRUMENTS	

78.51

Attachment Q-L
(Continued, page 7 of 10)

Q-18

FILE ID PIKIS

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I MigrantAISSYEAR: 1978-79✓ UT PF1931, 1352, NEWFIL
acct.pass. filename

CONTENTS:

PRE-K LONG. FILE

35-	SEDL MASTERY TEST PRETEST:	SORTING PICTURES OF CLOTHING
36-		: POINTING TO PHOTO OF ANIMAL DESCRIBED
37-		: POINTING TO PHOTO OF HELPER DESCRIBED
38-39		: TOTAL
40-	SEDL MASTERY TEST I:	IDENTIFYING SPATIAL RELATIONS
41-		: NAMING BODY PARTS
42-		: STATING AN ACTIVITY REQ. ARMS AND HANDS
43-		: SEQUENCING CUT OUTS TO MATCH MODEL
44-		: IDENTIFYING ANIMALS WHEN NAMED
45-		: MATCHING VEHICLE PICTURES TO SOUNDS
46-		: RECOGNIZING SAME SOUNDS
47-		: MATCHING TOY VEHICLE ON TABLE TO ONE IN BAG
48-		: Pantomining PLAYING MUSICAL INSTRUMENTS
49-		: SORTING PICTURES OF CLOTHING
50-		: POINTING TO ANIMAL PHOTO
51-		: POINTING TO HELPER PHOTO
52-53		: TOTAL
54-	SEDL MASTERY TEST II:	REPRODUCING BLOCK DESIGN IN PERSPECTIVE

Q-19

5

78.51

Attachment Q-1
(Continued, page 8 of 10)

515

PROGRAM: Title I Migrant

AISD

YEAR: 1978-79

✓UT PF1931.1352. NEWFIL
acct.pass. filename

CONTENTS:

PRE-K LONG. FILE

78.51

Q-20

Attachment Q-1
(Continued, page 9 of 10)

55-	SEDL MASTERY TEST II: POINTING TO SAME COIN	
56-	: POINTING TO PICTURES NAMED	
57-	: NAMING MISSING PICTURES	
58-	: NAMING PAIRS OF RHYMING WORDS	
59-	: MATCHING SOUNDS AND PICTURES	
60-	: IMITATING BODY MOVEMENTS MODELED	
61-	: COMPLETING DOT TO DOT PICTURE	
62-	: LABELING PICTURES	
63-	: FOLLOWING DIRECTIONS	
64-	: NAMING ANIMALS	
65-	: STATING ONE DIFFERENCE BETWEEN TWO ANIMALS	
66-67	: TOTAL	
68-69	BOEHM TEST OF BASIC CONCEPTS: SPACE SUBSCALE	
70-71	: QUANTITY SUBSCALE	
72-73	: TIME SUBSCALE	
74-75	: MISCELLANEOUS SUBSCALE	
76-77	: TOTAL SCORE	
78-	SPANISH SCREENING TEST	

FILE ID PIKIS

CARD FILE LAYOUT

LOCATION:

Page 10 of 10

PROGRAM: Title I Migrant AISD YEAR: 1978-79✓ UT PF 193, 1352, NEWFIL
acct. pass. filename

CONTENTS:

PRE-K LONG. FILE

	80-	CARD NUMBER (5)
	11-12	GRADE 78-79 YEAR
	14-16	SCHOOL 78-79 YEAR
	21-22	78-79 CAT READING VOCAB RAW SCORE
	23-25	" " " " " GRADE EQUIVALENT
	26-27	" " " " " PERCENTILE
	31-32	" " " " " COMPREHENSION RAW SCORE
	33-35	" " " " " GRADE EQUIVALENT
	36-37	" " " " " PERCENTILE
	41-43	" " " " " TOTAL RAW SCORE
	44-46	" " " " " GRADE EQUIVALENT
	47-48	" " " " " PERCENTILE
	52-53	" " " " " MATH COMPUTATIONS RAW SCORE
	54-56	" " " " " GRADE EQUIVALENT
	57-58	" " " " " PERCENTILE
	62-63	" " " " " CONCEPTS : PROBLEMS RAW SCORE
	64-66	" " " " " GRADE EQUIVALENT
	67-68	" " " " " PERCENTILE
	72-74	" " " " " TOTAL RAW SCORE
	75-77	" " " " " GRADE EQUIVALENT

78.51

Attachment Q-1
(Continued, page 10 of 10)

519

RUN NAME JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 VARIABLE LIST PREKYR BOEHM GR7879 SCH7879 CAT7901 TO CAT7918
 INPUT MEDIUM DISK
 SUBFILE LIST PREK(102)NOPK(123)NOMG(177)
 INPUT FORMAT (1/41X,F2///75X,F2/10X,F2,1X,F3,1X,213X,F2,F3,1,F2,1X,F2,F3,1,F2,
 3X,F3,F3,1,F2))
 VAR LABELS PREKYR YEAR STUDENT WAS PRE-KINDERGARTEN/
 BOEHM BOEHM TOTAL SCORE/
 GR7879 STUDENTS GRADE IN 1978-79/
 CAT7901 CAT RDG VOCAB RAW SCORE 78-9/
 CAT7902 CAT RDG VOCAB GRADE EQUIV 78-9/
 CAT7903 CAT RDG VOCAB PERCENTILE 78-9/
 CAT7904 CAT RDG COMPR RAW SCORE 78-9/
 CAT7905 CAT RDG COMPR GRADE EQUIV 78-9/
 CAT7906 CAT RDG COMPR PERCENTILE 78-9/
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9/
 CAT7908 CAT RDG TOTAL GRADE EQUIV 78-9/
 CAT7909 CAT RDG TOTAL PERCENTILE 78-9/
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9/
 CAT7911 CAT MATH COMPUT GRADE EQUIV 78-9/
 CAT7912 CAT MATH COMPUT PERCENTILE 78-9/
 CAT7913 CAT MATH CNCPYS ^ PRBLMS RAW SCORE 78-9/
 CAT7914 CAT MATH CNCPYS ^ PRBLMS GRADE EQUIV 78-9/
 CAT7915 CAT MATH CNCPYS ^ PRBLMS PERCENTILE 78-9/
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9/
 CAT7917 CAT MATH TOTAL GRADE EQUIV 78-9/
 CAT7918 CAT MATH TOTAL PERCENTILE 78-9/
 MISSING VALUES ALL(BLANK)
 COMPUTE GROUP=SUBFILE
 RECODE GROUP(1)PRE-KINDERGARTEN(2)NO PRE-K PROGRAM(3)NON-HIG STUDENTS
 VALUE LABELS (GR7879 EQ 2)
 *SELECT IF ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 TASK NAME BOEHM CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3)/
 ANOVA CAT7913 CAT7916 BY GROUP(1,3)/
 CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3) WITH
 BOEHM/
 CAT7913 CAT7916 BY GROUP(1,3) WITH BOEHM/
 STATISTICS ALL
 READ INPUT DATA (GR7879 EQ 3)
 *SELECT IF ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 TASK NAME BOEHM CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3)/
 ANOVA CAT7913 CAT7916 BY GROUP(1,3)/
 CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3) WITH
 BOEHM/
 CAT7913 CAT7916 BY GROUP(1,3) WITH BOEHM/
 STATISTICS ALL
 FINISH

78.51

Attachment Q-2
Page 1 of 3

RUN NAME JUNF 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 VARIABLE LIST PREKYR BOEHM GR7879 SCH7879 CAT7901 TO CAT7918
 INPUT MEDIUM DISK
 SUBFILE LIST PREK(102)NOPK(123)NONH(177)
 INPUT FORMAT 1/41X,F2///75X,F2/10X,F2,1X,F3,1X,2(3X,F2,F3,1,F2,1X,F2,F3,1,F2,1X,F3,F3,1,F2)1
 VAR LABELS PREKYR YEAR STUDENT WAS PRE-KINDERGARTEN/
 BOEHM BOEHM TOTAL SCORE/
 GR7879 STUDENTS GRADE IN 1978-79/
 CAT7901 CAT RDG VOCAB RAW SCORE 78-9/
 CAT7902 CAT RDG VOCAB GRADE EQUIV 78-9/
 CAT7903 CAT RDG VOCAB PERCENTILE 78-9/
 CAT7904 CAT RDG COMPR RAW SCORE 78-9/
 CAT7905 CAT RDG COMPR GRADE EQUIV 78-9/
 CAT7906 CAT RDG COMPR PERCENTILE 78-9/
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9/
 CAT7908 CAT RDG TOTAL GRADE EQUIV 78-9/
 CAT7909 CAT RDG TOTAL PERCENTILE 78-9/
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9/
 CAT7911 CAT MATH COMPUT GRADE EQUIV 78-9/
 CAT7912 CAT MATH COMPUT PERCENTILE 78-9/
 CAT7913 CAT MATH CNCPTS & PRBLMS RAW SCORE 78-9/
 CAT7914 CAT MATH CNCPTS & PRBLMS GRADE EQUIV 78-9/
 CAT7915 CAT MATH CNCPTS & PRBLMS PERCENTILE 78-9/
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9/
 CAT7917 CAT MATH TOTAL GRADE EQUIV 78-9/
 CAT7918 CAT MATH TOTAL PERCENTILE 78-9/
 MISSING VALUES ALL(BLANK)
 COMPUTE GROUP=SUBFILE
 RECODE GROUP(1)PRE-KINDERGARTEN(2)NO PRE-K PROGRAM(3)NON-HIG STUDENTS
 VALUE LABELS
 TASK NAME CROSSBREAKS ON ALL CAT SCORES BY GRADE AND GROUP
 BREAKDOWN VARIABLES=CAT7901 TO CAT7918(LO,M1)/GROUP(1,3)/GR7879(2,3)/
 CROSSBREAK=CAT7901 TO CAT7918 BY GROUP BY GR7879
 OPTIONS &
 STATISTICS ALL
 READ INPUT DATA
 TASK NAME ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL
 ANOVA BOEHM CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3)GR7879(2,3)/
 CAT7913 CAT7916 BY GROUP(1,3)GR7879(2,3)/
 CAT7901 CAT7904 CAT7907 CAT7910 BY GROUP(1,3)GR7879(2,3) WITH
 BOEHM/
 CAT7913 CAT7916 BY GROUP(1,3)GR7879(2,3) WITH BOEHM/
 STATISTICS ALL
 FINISH

RUN NAME JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 VARIABLE LIST PREK YR ROEHM GR7A79 SCH7A79 CAT7901 TO CAT7918
 INPUT MEDIUM DISK
 SURFILE LIST PREK(102)NOPK(123)NONG(177)
 INPUT FORMAT (7A)X,F2///75X,F2/10X,F2,1X,F3,1X,2(1X,F2,F3,1,F2,1X,F2,F3,1,F2,3X,F3,F1,1,F2)1
 VAR LABELS PREK YR YEAR STUDENT WAS PRE-KINDERGARTEN/
 ROEHM ROEHM TOTAL SCORE/
 GR7A79 STUDENTS GRADE IN 1978-79/
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9/
 CAT7902 CAT RDG VOCAB GRADE EQUIV 7B-9/
 CAT7903 CAT RDG VOCAB PERCENTILE 7A-9/
 CAT7904 CAT RDG COMPR RAW SCORE 7A-9/
 CAT7905 CAT RDG COMPR GRADE EQUIV 7B-9/
 CAT7906 CAT RDG COMPR PERCENTILE 7A-9/
 CAT7907 CAT RDG TOTAL RAW SCORE 7A-9/
 CAT7908 CAT RDG TOTAL GRADE EQUIV 7B-9/
 CAT7909 CAT RDG TOTAL PERCENTILE 7B-9/
 CAT7910 CAT MATH COMPUT RAW SCORE 7A-9/
 CAT7911 CAT MATH COMPUT GRADE EQUIV 7B-9/
 CAT7912 CAT MATH COMPUT PERCENTILE 7B-9/
 CAT7913 CAT MATH CNCPIS A PROBLMS RAW SCORE 7B-9/
 CAT7914 CAT MATH CNCPIS A PROBLMS GRADE EQUIV 7B-9/
 CAT7915 CAT MATH CNCPIS A PROBLMS PERCENTILE 7B-9/
 CAT7916 CAT MATH TOTAL RAW SCORE 7A-9/
 CAT7917 CAT MATH TOTAL GRADE EQUIV 7B-9/
 CAT7918 CAT MATH TOTAL PERCENTILE 7B-9/
 MISSING VALUES ALL (BLANK)
 COMPUTE GROUP=SURFILE
 RECODE GROUP(#PREK#=#1)(#NOPK#=#2)(#NONG#=#3)
 VALUE LABELS GROUP(1)PRE-KINDERGARTEN(2)NO PRE-K PROGRAM(3)NON-HIG STUDENTS
 SELECT IF (ROEHM GT 0)
 TASK NAME CROSSBREAKS ON ALL CAT SCORES BY GRADE AND GROUP
 BREAKDOWN VARIABLES=CAT7901 TO CAT7918(10,11)/GROUP(1,3)/GR7A79(2,3)/
 CROSSBREAK=CAT7903,CAT7906,CAT7909,CAT7912,CAT7915,CAT7918 BY
 GROUP BY GR7A79
 OPTIONS 6
 READ INPUT DATA
 FINISH

Q-24

78.51

Attachment Q-2
(Continued, page 3 of 3)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME 1CREATION DATE = 19 JUN 791
 SUBFILE PREK NOPK NONG

19 JUN 79 09.2A.10. PAGE 4

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 BOEHM BOEHM TOTAL SCORE
 BY GROUP

GRAND MEAN = 27.01					
VARIABLE * CATEGORY		N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS * COVARIATES DEV/N BETA	ADJUSTED FOR INDEPENDENTS * COVARIATES DEV/N BETA
GROUP					
1 PRE-KINDERGARTEN		32	.24	.24	
2 NO PRE-K PROGRAM		22	.72	.72	
3 NON-HIG STUDENTS		38	-.62	-.62	
			.07	.07	
MULTIPLE R SQUARED				.005	
MULTIPLE R				.069	

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME 1CREATION DATE = 19 JUN 791
 SUBFILE PREK NOPK NONG

19 JUN 79 09.2A.10. PAGE 3

***** ANALYSIS OF VARIANCE *****
 BOEHM BOEHM TOTAL SCORE
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	27.547	2	13.773	.216	.807
GROUP	27.547	2	13.773	.216	.807
EXPLAINED	27.547	2	13.773	.216	.807
RESIDUAL	5687.443	89	63.904		
TOTAL	5714.990	91	62.802		

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

Attachment Q-3
 Page 1 of 26

76.51

527

5.6

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 5

***** ANALYSIS OF VARIANCE *****
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	237.329	2	118.665	1.821	.168
GROUP	237.329	2	118.665	1.821	.168
EXPLAINED	237.329	2	118.665	1.821	.168
RESIDUAL	5799.584	89	65.164		
TOTAL	6036.913	91	66.340		

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

78.51

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 6

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP

GRAND MEAN = 27.11

VARIABLE + CATEGORY	N	UNADJUSTED DEV#N ETA	ADJUSTED FOR INDEPENDENTS DEV#N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV#N BETA
GROUP				
1 PRE-KINDERGARTEN	32	.42	.42	
2 NO PRE-K PROGRAM	22	-2.79	-2.79	
3 NON-HIG STUDENTS	38	1.26	1.26	
		.20	.20	
MULTIPLE R SQUARED			.039	
MULTIPLE R			.198	

Attachment Q-3
 (Continued, page 2 of 26)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 7

***** ANALYSIS OF VARIANCE *****
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	253.827	2	126.914	1.145	.323
GROUP	253.827	2	126.914	1.145	.323
EXPLAINED	253.827	2	126.914	1.145	.323
RESIDUAL	9862.042	89	110.809		
TOTAL	10115.870	91	111.163		

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

78.51

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 8

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 20.85					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N	ETA	ADJUSTED FOR INDEPENDENTS DEV/N	BETA
GROUP					
1 PRE-KINDERGARTEN	32	-.29		-.29	
2 NO PRE-K PROGRAM	22	-2.53		-2.53	
3 NON-HIG STUDENTS	38	1.70		1.70	
			.16		.16
MULTIPLE R SQUARED				.025	
MULTIPLE R				.158	

Attachment Q-3
 (Continued, page 3 of 26)

5.0

531

Q-27

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 9

***** ANALYSIS OF VARIANCE *****
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	957.251	2	478.627	1.545	.219
GROUP	957.251	2	478.627	1.545	.219
EXPLAINED	957.251	2	478.627	1.545	.219
RESIDUAL	27566.571	89	309.737		
TOTAL	28523.826	91	313.449		

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 10

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 47.96					
VARIABLE * CATEGORY	N	UNADJUSTED DEV#N ETA	ADJUSTED FOR INDEPENDENTS DEV#N BETA	ADJUSTED FOR INDEPENDENTS * COVARIATES DEV#N BETA	
GROUP					
1 PRE-KINDERGARTEN	32	.14	.14		
2 NO PRE-K PROGRAM	22	-5.12	-5.32		
3 NON-MIG STUDENTS	38	2.96	2.96		
		.18	.18		
MULTIPLE R SQUARED			.034		
MULTIPLE R			.183		

78.51

Attachment Q-3
 (Continued, page 4 of 26)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 11

***** ANALYSIS OF VARIANCE *****
 CAT7910 CAT MATH COMPUT RAW SCORE 7R-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	113.097	2	56.548	.359	.699
GROUP	113.097	2	56.548	.359	.699
EXPLAINED	113.097	2	56.548	.359	.699
RESIDUAL	14014.771	89	157.469		
TOTAL	14127.870	91	155.251		

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

78.51

0-29
 JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 12

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7910 CAT MATH COMPUT RAW SCORE 7R-9
 BY GROUP

GRAND MEAN = 43.85

VARIABLE + CATEGORY	N	UNADJUSTED		ADJUSTED FOR INDEPENDENTS		ADJUSTED FOR INDEPENDENTS + COVARIATES	
		DEV/N	ETA	DEV/N	BETA	DEV/N	BETA
GROUP							
1 PRE-KINDERGARTEN	32	-.22		-.22			
2 NO PRE-K PROGRAM	22	-1.67		-1.67			
3 NON-MIG STUDENTS	38	1.15		1.15			
			.09		.09		

MULTIPLE R SQUARED
 MULTIPLE R

.008
 .089

Attachment Q-3
 (Continued, page 5 of 26)

1055

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SURFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 11

***** ANALYSIS OF VARIANCE *****
 CAT7913 CAT MATH CNCPIS A PROBLMS RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	58.157	2	29.078	.457	.635
GROUP	58.157	2	29.078	.457	.635
EXPLAINED	58.157	2	29.078	.457	.635
RESIDUAL	7003.861	110	63.671		
TOTAL	7062.018	112	63.054		

121 CASES WERE PROCESSED.
 8 CASES (6.6 PCT) WERE MISSING.

78.51

Q-30 JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SURFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 14

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7913 CAT MATH CNCPIS A PROBLMS RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 24.77					
VARIABLE + CATEGORY		N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP					
1 PRE-KINDERGARTEN		39	.77	.77	
2 NO PRE-K PROGRAM		27	-1.14	-1.14	
3 NON-HIG STUDENTS		47	.02	.02	
			.09	.09	
MULTIPLE R SQUARED				.008	
MULTIPLE R				.001	

Attachment Q-3
 (Continued, page 6 of 26)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 15

***** ANALYSIS OF VARIANCE *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	180.319	2	90.160	.262	.770
GROUP	180.319	2	90.160	.262	.770
EXPLAINED	180.319	2	90.160	.262	.770
RESIDUAL	37792.568	110	343.569		
TOTAL	37972.867	112	339.043		

121 CASES WERE PROCESSED.
 8 CASES (6.6 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 16

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 68.19					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA	
GROUP					
1 PRE-KINDERGARTEN	39	1.38	1.38		
2 NO PRE-K PROGRAM	27	-1.98	-1.98		
3 NON-HIG STUDENTS	47	-.01	-.01		
		.07	.07		
MULTIPLE R SQUARED			.005		
MULTIPLE R			.009		

5.8

Attachment Q-3
 (Continued, page 7 of 26)

5.9

78.51

Q-31

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME 1CREATION DATE = 19 JUN 79
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 17

***** ANALYSIS OF VARIANCE *****
 CAT7901 CAT RDG VOCAR RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	1189.133	1	1189.133	23.052	.001
BOEHM	1189.133	1	1189.133	23.052	.001
MAIN EFFECTS	308.349	2	154.174	2.989	.055
GROUP	308.349	2	154.174	2.989	.055
EXPLAINED	1497.481	3	499.160	9.677	.001
RESIDUAL	4539.432	88	51.584		
TOTAL	6036.913	91	66.340		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .456

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME 1CREATION DATE = 19 JUN 79
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 18

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7901 CAT RDG VOCAR RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 27.11

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	32	.42		.31
2 NO PRE-K PROGRAM	22	-2.79		-1.13
3 NON-HIG STUDENTS	38	1.26		1.55
		.20		.23

MULTIPLE R SQUARED
 MULTIPLE R

.248
 .608

Attachment Q-3
 (Continued, page 8 of 26)

78.51

541

Q-32

540

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 19

***** ANALYSIS OF VARIANCE *****
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

78.51

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	2538.875	1	2538.875	31.031	.001
BOEHM	2538.875	1	2538.875	31.031	.001
MAIN EFFECTS	377.100	2	188.550	2.305	.106
GROUP	377.100	2	188.550	2.305	.106
EXPLAINED	2915.975	3	971.992	11.880	.001
RESIDUAL	7199.895	88	81.817		
TOTAL	10115.870	91	111.163		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .667

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 20

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 20.85					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N	ETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N	BETA
GROUP					
1 PRE-KINDERGARTEN	32	-0.29		-0.45	
2 NO PRE-K PROGRAM	22	-2.93		-3.02	
3 NON-MIG STUDENTS	38	1.70		2.13	
			.16		.19

Attachment Q-3
 (Continued, page 9 of 26)

512

543

***** ANALYSIS OF VARIANCE *****
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	7203.096	1	7203.096	31.724	.001
BOEHM	7203.096	1	7203.096	31.724	.001
MAIN EFFECTS	1339.630	2	669.815	2.950	.058
GROUP	1339.630	2	669.815	2.950	.058
EXPLAINED	8542.726	3	2847.575	12.541	.001
RESIDUAL	19981.100	88	227.058		
TOTAL	28523.826	91	313.449		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM 1.123

121 CASES WERE PROCESSED.

29 CASES (24.0 PCT) WERE MISSING.

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 47.96

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	32	.14		-.14
2 NO PRE-K PROGRAM	22	-5.72		-6.15
3 NON-MIG STUDENTS	38	2.96		3.68

.18

.22

MULTIPLE R SQUARED
 MULTIPLE R

.299
 .547

78.51

Attachment Q-3
 (Continued, page 10 of 26)

545

Q-34

544

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 23

***** ANALYSIS OF VARIANCE *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

78.51

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	3270.285	1	3270.285	27.036	.001
BOEHM	3270.285	1	3270.285	27.036	.001
MAIN EFFECTS	212.987	2	106.494	.880	.418
GROUP	212.987	2	106.494	.880	.418
EXPLAINED	3483.272	3	1161.091	9.599	.001
RESIDUAL	10644.597	88	120.961		
TOTAL	14127.870	91	155.251		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .756

121 CASES WERE PROCESSED.
 29 CASES (24.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 24

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 43.85

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	32	-.22		-.41
2 NO PRE-K PROGRAM	22	-1.67		-2.22
3 NON-HIG STUDENTS	38	1.15		1.63

.09

.12

Attachment Q-3
 (Continued, page 11 of 26)

547

Q-35

546

***** ANALYSIS OF VARIANCE *****
 CAT7913 CAT MATH CNPTS + PRBLMS RAW SCORE 7R-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	1523.805	1	1523.805	34.564	.001
BOEHM	1523.805	1	1523.805	34.564	.001
MAIN EFFECTS	224.528	2	112.264	2.546	.084
GROUP	224.528	2	112.264	2.546	.084
EXPLAINED	1768.333	3	582.778	13.219	.001
RESIDUAL	3879.624	88	44.087		
TOTAL	5627.957	91	61.846		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .516

121 CASES WERE PROCESSED.

29 CASES (24.0 PCT) WERE MISSING.

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7913 CAT MATH CNPTS + PRBLMS RAW SCORE 7R-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 24.98

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	32	-.42		-.54
2 NO PRE-K PROGRAM	22	-1.00		-2.18
3 NON-HIG STUDENTS	38	1.39		1.72

.16

.20

MULTIPLE R SQUARED
 MULTIPLE R

.711
 .657

Attachment Q-3
 (Continued, page 12 of 26)

549

Q-36

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 27

***** ANALYSIS OF VARIANCE *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	9258.741	1	9258.741	38.284	.001
BOEHM	9258.741	1	9258.741	38.284	.001
MAIN EFFECTS	874.094	2	437.047	1.807	.170
GROUP	874.094	2	437.047	1.807	.170
EXPLAINED	10132.836	3	3377.612	13.966	.001
RESIDUAL	21282.382	88	241.845		
TOTAL	31415.217	91	345.222		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR
 ALL OTHER COVARIATES

BOEHM 1.273

121 CASES WERE PROCESSED.

29 CASES (24.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 2
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 28

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 68.83

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N RETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N RETA
GROUP				
1 PRE-KINDERGARTEN	32	-0.64		-0.95
2 NO PRE-K PROGRAM	22	-3.46		-4.39
3 NON-HIG STUDENTS	38	2.54		3.34

.13

.17

Attachment Q-3
 (Continued, page 13 of 26)

78.51

Q-37

500

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 30

***** ANALYSIS OF VARIANCE *****
 BOEHM BOEHM TOTAL SCORE
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	124.279	2	62.139	.873	.425
GROUP	124.279	2	62.139	.873	.425
EXPLAINED	124.279	2	62.139	.873	.425
RESIDUAL	3132.275	44	71.188		
TOTAL	3256.553	46	70.795		

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 31

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 BOEHM BOEHM TOTAL SCORE
 BY GROUP

GRAND MEAN = 24.34

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	15	.46	.46	
2 NO PRE-K PROGRAM	15	-2.27	-2.27	
3 NON-HIG STUDENTS	17	1.60	1.60	
		.20	.20	

MULTIPLE R SQUARED

MULTIPLE R

.030
 .195

Attachment Q-3
 (Continued, page 14 of 26)

78.51

550

552

0130

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME CREATION DATE = 19 JUN 79
 SUBFILE PREK NOBK NONG

19 JUN 79 09.2A.10. PAGE 32

***** ANALYSIS OF VARIANCE *****
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	427.331	2	213.667	5.292	.009
GROUP	427.373	2	213.667	5.292	.009
EXPLAINED	427.331	2	213.667	5.292	.009
RESIDUAL	1776.667	46	40.379		
TOTAL	2204.000	46	47.913		

84 CASES WERE PROCESSED.
 37 CASES (.440 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME CREATION DATE = 19 JUN 79
 SUBFILE PREK NOBK NONG

19 JUN 79 09.2A.10. PAGE 33

*** MULTIPLE CLASSIFICATION ANALYSIS ***
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP

GRAND MEAN = 32.00					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA	
GROUP					
1 PRE-KINDERGARTEN	15	-2.47	-2.47		
2 NO PRE-K PROGRAM	15	-2.07	-2.07		
3 NON-416 STUDENTS	17	4.00	4.00		
		.44	.44		
MULTIPLE R SQUARED			.194		
MULTIPLE R			.440		

Attachment Q-3
 (Continued, page 15 of 26)

78.51

505

505

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 34

***** ANALYSIS OF VARIANCE *****
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	606.411	2	303.206	3.083	.056
GROUP	606.411	2	303.206	3.083	.056
EXPLAINED	606.411	2	303.206	3.083	.056
RESIDUAL	4327.333	44	98.348		
TOTAL	4933.745	46	107.255		

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 35

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7904 CAT RDG COMPR RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 28.49					
VARIABLE • CATEGORY	N	UNADJUSTED DEV#N E..	ADJUSTED FOR INDEPENDENTS DEV#N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV#N BETA	
GROUP					
1 PRE-KINDERGARTEN	15	-4.02	-4.12		
2 NO PRE-K PROGRAM	15	-1.09	-1.09		
3 NON-MIG STUDENTS	17	4.51	4.51		
		.35		.35	
MULTIPLE R SQUARED			.123		
MULTIPLE R			.351		

Attachment Q-3
 (Continued, page 16 of 26)

78.51

557

556

Q-40

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 36

***** ANALYSIS OF VARIANCE *****
 CAT7907 CAT RDG TOTAL RAW SCORE 7A-9
 BY GROUP

78.51

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	2012.411	2	1006.206	4.342	.019
GROUP	2012.411	2	1006.206	4.342	.019
EXPLAINED	2012.411	2	1006.206	4.342	.019
RESIDUAL	10197.333	44	231.758		
TOTAL	12209.745	46	265.429		

86 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 37

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7907 CAT RDG TOTAL RAW SCORE 7A-9
 BY GROUP

GRAND MEAN = 60.49					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA	
GROUP					
1 PRE-KINDERGARTEN	15	-6.49	-6.49		
2 NO PRE-K PROGRAM	15	-3.16	-3.16		
3 NON-MIG STUDENTS	17	8.51	8.51		
		.41	.41		
MULTIPLE R SQUARED			.165		
MULTIPLE R			.406		

Attachment Q-3
 (Continued, page 17 of 26)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 38

***** ANALYSIS OF VARIANCE *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	586.645	2	293.322	2.004	.147
GROUP	586.645	2	293.322	2.004	.147
EXPLAINED	586.645	2	293.322	2.004	.147
RESIDUAL	6440.675	44	146.379		
TOTAL	7027.319	46	152.768		

86 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 39

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 57.40					
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N	ETA	ADJUSTED FOR INDEPENDENTS DEV/N	BETA
GROUP					
1 PRE-KINDERGARTEN	15	-3.20		-3.20	
2 NO PRE-K PROGRAM	15	-2.07		-2.07	
3 NON-HIG STUDENTS	17	4.65		4.65	
			.29		.29
MULTIPLE R SQUARED				.083	
MULTIPLE R				.289	

Attachment Q-3
 (Continued, page 18 of 26)

78.51

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 40

***** ANALYSIS OF VARIANCE *****
 CAT7913 CAT MATH CNCPIS & PBLMS RAW SCORE 78-9
 BY GROUP

78.51

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	123.484	2	61.742	1.292	.281
GROUP	123.484	2	61.742	1.292	.281
EXPLAINED	123.484	2	61.742	1.292	.281
RESIDUAL	3632.870	76	47.801		
TOTAL	3756.354	78	48.158		

84 CASES WERE PROCESSED.
 5 CASES (6.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 41

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7913 CAT MATH CNCPIS & PBLMS RAW SCORE 78-9
 BY GROUP

GRAND MEAN = 28.37					
VARIABLE • CATEGORY	N	UNADJUSTED DEV#N	ETA	ADJUSTED FOR INDEPENDENTS DEV#N	BETA
GROUP					
1 PRE-KINDERGARTEN	27	-1.63		-1.63	
2 NO PRE-K PROGRAM	23	.24		.24	
3 NON-HIG STUDENTS	29	1.32		1.32	
			.18		.18
MULTIPLE R SQUARED				.033	
MULTIPLE R				.181	

Attachment Q-3
 (Continued, page 19 of 26)

560

562

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 42

***** ANALYSIS OF VARIANCE *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
MAIN EFFECTS	244.622	2	122.311	.392	.677
GROUP	244.622	2	122.311	.392	.677
EXPLAINED	244.622	2	122.311	.392	.677
RESIDUAL	23736.973	76	312.329		
TOTAL	23981.595	78	307.456		

84 CASES WERE PROCESSED.
 5 CASES (6.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 43

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP
 / *****

GRAND MEAN = 84.54				ADJUSTED FOR INDEPENDENTS	
VARIABLE + CATEGORY	N	UNADJUSTED DEV/N	ETA	ADJUSTED FOR INDEPENDENTS DEV/N	BETA
GROUP					
1 PRE-KINDERGARTEN	27	-2.10		-2.10	
2 NO PRE-K PROGRAM	23	-.15		-.15	
3 NON-MIG STUDENTS	29	2.08		2.08	
			.10		.10
MULTIPLE R SQUARED				.010	
MULTIPLE R				.101	

78.51

Attachment Q-3
 (Continued, page 20 of 26)

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 44

***** ANALYSIS OF VARIANCE *****
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	71.934	1	71.934	1.774	.190
BOEHM	71.934	1	71.934	1.774	.190
MAIN EFFECTS	388.433	2	194.216	4.790	.013
GROUP	388.433	2	194.216	4.790	.013
EXPLAINED	460.367	3	153.456	3.784	.017
RESIDUAL	1743.633	43	40.550		
TOTAL	2204.000	46	47.913		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .149

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 45

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7901 CAT RDG VOCAB RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 32.00

VARIABLE * CATEGORY	N	UNADJUSTED DEVIAN ETA	ADJUSTED FOR INDEPENDENTS DEVIAN BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEVIAN BETA
GROUP				
1 PRE-KINDERGARTEN	15	-2.47		-2.51
2 NO PRE-K PROGRAM	15	-2.07		-1.87
3 NON-HIG STUDENTS	17	4.00		3.84

.44

.42

78.51

Attachment Q-3
 (Continued, page 21 of 26)

Q-45

566

567

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME CREATION DATE = 19 JUN 79
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 46

***** ANALYSIS OF VARIANCE *****
 CAT7904 CAT RDG COMPR RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	58.687	1	58.687	.587	.448
BOEHM	58.687	1	58.687	.587	.448
MAIN EFFECTS	577.423	2	288.712	2.889	.067
GROUP	577.423	2	288.712	2.889	.067
EXPLAINED	636.110	3	212.037	2.122	.111
RESIDUAL	4297.676	43	99.945		
TOTAL	4933.745	46	107.255		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .174

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME CREATION DATE = 19 JUN 79
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 47

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7904 CAT RDG COMPR RAW SCORE 7A-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 28.49

VARIABLE + CATEGORY	N	UNADJUSTED DEV/N ETA	ADJUSTED FOR INDEPENDENTS DEV/N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV/N BETA
GROUP				
1 PRE-KINDERGARTEN	15	-4.02	-4.07	
2 NO PRE-K PROGRAM	15	-1.09	-.87	
3 NON-MIG STUDENTS	17	4.51	4.35	

.35

.74

MULTIPLE R SQUARED
 MULTIPLE R

.129
 .359

Attachment Q-3
 (Continued, page 22 of 26)

78.51

569

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 49

***** ANALYSIS OF VARIANCE *****
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	260.568	1	260.568	1.112	.297
BOEHM	260.568	1	260.568	1.112	.297
MAIN EFFECTS	1877.219	2	938.609	4.007	.025
GROUP	1877.219	2	938.609	4.007	.025
EXPLAINED	2137.787	3	712.596	3.042	.039
RESIDUAL	10071.958	43	234.232		
TOTAL	12209.745	46	265.429		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .283

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NOMG

19 JUN 79 09.26.10. PAGE 49

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7907 CAT RDG TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 60.49

VARIABLE + CATEGORY	N	UNADJUSTED DEVIAN ETA	ADJUSTED FOR INDEPENDENTS DEVIAN BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEVIAN BETA
GROUP				
1 PRE-KINDERGARTEN	15	-6.49		-6.58
2 NO PRE-K PROGRAM	15	-3.16		-2.70
3 NON-HIG STUDENTS	17	8.51		8.19

.41

.39

78.51

Attachment Q-3
 (Continued, page 23 of 26)

571

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 50

***** ANALYSIS OF VARIANCE *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	349.293	1	349.293	2.428	.127
BOEHM	349.293	1	349.293	2.428	.127
MAIN EFFECTS	490.989	2	245.495	1.706	.194
GROUP	490.989	2	245.495	1.706	.194
EXPLAINED	840.282	3	280.094	1.947	.136
RESIDUAL	6187.037	43	143.885		
TOTAL	7027.319	46	152.768		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .329

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 51

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7910 CAT MATH COMPUT RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 57.40

VARIABLE + CATEGORY	N	UNADJUSTED DEV#N ETA	ADJUSTED FOR INDEPENDENTS DEV#N HETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV#N RETA
GROUP				
1 PRE-KINDERGARTEN	15	-3.20		-3.34
2 NO PRE-K PROGRAM	15	-2.07		-1.42
3 NON-HIG STUDENTS	17	4.65		4.20

.29

.27

MULTIPLE R SQUARED
 MULTIPLE R

.120
 .746

Attachment Q-3
 (Continued, page 24 of 26)

573

78.51

Q-48

572

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 52

***** ANALYSIS OF VARIANCE *****
 CAT7913 CAT MATH CNCTS & PRBLMS RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	194.099	1	194.099	4.568	.038
BOEHM	194.099	1	194.099	4.568	.038
MAIN EFFECTS	262.162	2	131.081	3.085	.056
GROUP	262.162	2	131.081	3.085	.056
EXPLAINED	456.261	3	152.087	3.580	.021
RESIDUAL	1826.971	43	42.488		
TOTAL	2283.234	46	49.636		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .244

84 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 53

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7913 CAT MATH CNCTS & PRBLMS RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

GRAND MEAN = 29.87					
VARIABLE & CATEGORY	N	UNADJUSTED DEV/N	ETA	ADJUSTED FOR INDEPENDENTS DEV/N	BETA
GROUP					
1 PRE-KINDERGARTEN	15	-2.47		-2.57	
2 NO PRE-K PROGRAM	15	-1.14		-.85	
3 NON-MIG STUDENTS	17	3.36		3.02	

.37

.34

78.51

Attachment Q-3
 (Continued, page 25 of 26)

17

Q-49

5

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 54

***** ANALYSIS OF VARIANCE *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
COVARIATES	1064.150	1	1064.150	3.518	.068
BOEHM	1064.150	1	1064.150	3.518	.068
MAIN EFFECTS	1469.551	2	734.775	2.429	.100
GROUP	1469.551	2	734.775	2.429	.100
EXPLAINED	2533.700	3	844.567	2.792	.052
RESIDUAL	13007.704	43	302.505		
TOTAL	15541.404	46	337.857		

COVARIATE REGRESSION COEFFICIENT ADJUSTED FOR ALL OTHER COVARIATES

BOEHM .572

R4 CASES WERE PROCESSED.
 37 CASES (44.0 PCT) WERE MISSING.

JUNE 1979 ANALYSIS OF PRE-KINDERGARTEN STUDY
 ANOVAS AND ANCOVAS ON CATS AND BOEHM TOTAL FOR GRADE 3
 FILE NONAME (CREATION DATE = 19 JUN 79)
 SUBFILE PREK NOPK NONG

19 JUN 79 09.26.10. PAGE 55

***** MULTIPLE CLASSIFICATION ANALYSIS *****
 CAT7916 CAT MATH TOTAL RAW SCORE 78-9
 BY GROUP
 WITH BOEHM BOEHM TOTAL SCORE

VARIABLE * CATEGORY	N	(UNADJUSTED) DEV/N	ADJUSTED FOR INDEPENDENTS		ADJUSTED FOR INDEPENDENTS + COVARIATES	
			ETA	BETA	DEV/N	BETA
GROUP						
1 PRE-KINDERGARTEN	15	-5.68			-5.91	
2 NO PRE-K PROGRAM	15	-3.41			-2.27	
3 NON-MIG STUDENTS	17	8.02			7.22	
			.34			.71

MULTIPLE R SQUARED .163
 MULTIPLE Q .606

Attachment Q-3
 (Continued, page 26 of 26)

78.51

577

576

ABSTRACT

Since the 1973-74 school year, the Migrant Program in Austin has sponsored pre-kindergarten classes for four-year-old migrant students. The purpose of this study was to determine, using previously collected data, whether or not the pre-kindergarten program has had any long term effect on achievement.

The total sample for this study consisted of 402 children in the Austin Independent School District schools who were in kindergarten, first, or second grade during the 1976-77 school year. The three groups between which comparisons were made were (1) 102 students who had attended migrant pre-k classes, (2) 123 current migrant students with no pre-k experience, and (3) a random sample of 177 non-migrant Mexican-American students in the eight Title I schools most heavily represented in the other two subfiles. To the extent that the data could be found, scores for the following instruments were collected for each student: (a) the PAL Oral Language Dominance Measure, (b) the California Achievement Tests Reading and Math Tests, (c) the Metropolitan Readiness Tests, (d) and the Boehm Test of Basic Concepts.

Comparison of the scores obtained reveal the program may have a positive effect. No differences in achievement were found for the three groups of students at the beginning of kindergarten and first grade. In order to demonstrate an effect of pre-kindergarten, it would be necessary to demonstrate a deficit for pre-kindergarten students relative to the others at the beginning of pre-kindergarten. Since no test was given to the two groups at that time, their relative standing at the beginning of pre-k is unknown. However, it is known that pre-k migrant students scored lower on the PAL English scale and higher on the PAL Spanish scale than did the non-pre-k students. Since high PAL English scores tend to go with high Boehm scores, and high PAL Spanish scores tend to go with low Boehm scores, it would seem reasonable to hypothesize that the pre-kindergarten students would have scored lower than the non-pre-kindergarten migrant students at the beginning of their pre-kindergarten experience if some achievement measure had been given.

THE LONGITUDINAL EFFECTS OF THE MIGRANT PRE-KINDERGARTEN
PROGRAM ON STUDENT ACHIEVEMENT - 1973-1976

1. Purpose

Since the 1973-74 school year, the Migrant Program in Austin has sponsored pre-kindergarten classes for four-year-old migrant students. The purpose of this study was to determine, using previously collected data, whether or not the pre-kindergarten program has had any long term effect on achievement.

2. Procedure

2.1 Sample Description

The total sample for this study consisted of 402 children in the Austin Independent School District (AISD) schools who were in kindergarten, first, or second grade during the 1976-77 school year. The sample consisted of three subfiles: (1) Children who attended pre-kindergarten classes offered by AISD between 1973 and 1976 (pre-k migrant students), (2) Migrant children who did not attend pre-kindergarten (non-pre-k migrant students), and (3) Non-migrant children who were presently attending AISD Title I schools (non-migrant students).

2.1.1 The first subfile designated PREK, was drawn from lists of four-year-olds who were registered with the Migrant Program in the years 1973-74, 1974-75, and 1975-76. The lists were based on the Eligibility/Identification forms for those years rather than actual class rosters. There may have been more students served than were listed. The lists showed that 167 students had been served: 9 in 1973-74, 65 in 1974-75, and 93 in 1975-76. However, the lists did not contain 167 unique names, i.e., some students were served more than one year. One student who first enrolled in 1973-74 also attended in 1974-75. Thirteen of 65 or 25% of the students served in 1974-75 were also served in 1975-76. Four of 93, or 4% of the students served in 1975-76 were also served in 1976-77. Overall, 18, or 11% of the students were served more than one year. There were 149 different students listed as having been served. Due to the fact that many of the students were no longer enrolled in AISD schools (or could not be located), it was not possible to gather needed data on some, who consequently had to be dropped from the subfile. Approximately 32% of the initial list were lost in this way, leaving a final subfile size of 102. These students were distributed unevenly through 24 of the district schools. Table 1 presents the actual distribution through the schools of each subfile.

Children of Mexican-American and Black ethnic backgrounds composed 84% and 6% of this subfile respectively, with the remaining 10 percent being of Anglo background. The distribution by sex was nearly even, 54 percent being male. Table 2 presents the actual distributions of each subfile according to grade, sex, ethnic background, year of birth, and current migrant status. It is important to note that, while the pre-kindergarten program was primarily

intended for migrant children, nearly 60 percent of the final PREK subfile were no longer registered as migrant students in 1976-77. Some families may have stopped migrating and therefore did not register their children. Another possible cause for part of the status changes is that some of the students were not migrants at all; their parents simply signed the eligibility forms in order to qualify their children for free day care. This would appear especially to be the case at Mathews, which is located near four University of Texas married student housing complexes. During the 1975-76 school year, approximately 58% of the pre-kindergarten students at Mathews lived in married student housing.

Of the final 102 students in the PREK subfile, eight attended pre-kindergarten classes in 1973-74 and 47 attended pre-kindergarten classes in each of the 1974-75 and 1975-76 school years.

The results reported in Section 3 must be interpreted in light of the differences mentioned above. The results are biased to the unknown extent that non-migrant University of Texas students were using the Migrant Program as a source of free day care. The results are also biased to an unknown extent by the fact that some students were served for more than one year.

2.1.2 The second subfile, designated NOPREK, was drawn from a complete list of all migrant students in kindergarten through second grade, after those who had attended pre-kindergarten classes had been eliminated. This entire group of students was included in the subfile, which experienced very little attrition since the list included only currently enrolled students. The final subfile size was 123. Table 2 presents distributions of this, and the other subfiles according to grade, sex, ethnic background, year of birth, and current migrant status.

2.1.3. The third subfile, designated NMIG, was drawn from a list of all non-migrant, Mexican-American students in the eight Title I schools most heavily represented in the two preceding subfiles. A random procedure for selection of cases was followed. First, the two already existing subfiles were compared and the largest number of students in a grade level was taken to be the number of students in the grade that would be included in the new subfile. Next, this number for each grade was increased 20 percent to allow for possible attrition. Finally, students were chosen from the eight Title I schools with the largest representation in the two preceding subfiles. The random choices were made so that the proportion of students in the NMIG subfile who were from each school would be reasonably close to the proportion found in those schools in the other subfile. The final subfile size was 177. Table 2 presents the distributions according to grade, sex, ethnic background, year of birth, and migrant status for this and the other two subfiles.

2.2 Data Collection

Five standardized tests were used in this study: (a) the PAL Oral Language Dominance Measure, (b) the reading and math tests of the California Achievement

Tests (CAT), (c) the Metropolitan Readiness Tests (MRT), (d) the Boehm Test of Basic Concepts, and (e) two mastery tests developed by the Southwest Educational Laboratory as part of its Bilingual Early Childhood Program. A brief description of each instrument can be found in Appendices A through E of this report. For more complete data regarding the tests, one should consult the test manuals that have been published.

All students were administered the Boehm Test while in kindergarten. The scores analyzed here are for the September administration given as part of the Title I Program. Those students who scored above a certain cutoff on a Spanish screening test were administered the PAL at the beginning of their kindergarten year. Some students in pre-kindergarten were given the SEDL mastery tests. The MRT and CAT were administered to students during their first-grade year, the MRT at the start of the year and the CAT during the spring of that school year.

The data for each student was gathered by searching through computer printouts of test scores for certain populations of AISD students. Most of the subjects had AISD identification numbers. In these cases, the data was located by searching for matching identification numbers in the printouts. In the cases which had no identification numbers, the data were located by name alone. Once all computer printouts had been exhausted, those cases that still were missing some data were identified and located according to their present school of attendance. A visit was made to the schools with a large number of students who were missing one or more pieces of data. When a small number of students in a given school had missing data, a phone call to the school accomplished the same purpose as the visits, which was to obtain the missing data, if it existed for that student, from the student's permanent file. A number of cases of missing data were remedied in this way. Nevertheless, there remained a number of cases with one or more pieces of missing data. If a student had no scores at all, that case was dropped from the files; otherwise, all cases with partial data were retained.

By the time an attempt was made to locate the data in the schools, the school year had ended. In most cases it was possible to go through the student folders and retrieve the data if present in the files. However, in one case, because of the way the folders had been stored for the summer, the principal would not allow anyone else to examine the folders and did not have the time to search them herself. Therefore, some data on 31 students, that are possibly recorded in the folders, were not obtained.

The data, once finally assembled, were put into a permanent computer file, organized by subfiles, for the data analyses to follow. Careful editing of the permanent file was done to insure its accuracy prior to performing the comparisons.

2.3 Data Analysis Procedures

Two approaches to the data analysis were employed; the choice between them depended upon the type of measure being analyzed. Categorical information such as sex and migrant status, were summarized by frequency distributions and crosstabulations. Comparisons using continuous measures of a reasonably close approximation to an interval scale were analyzed with the t-test statistic, which was selected as the most direct method of providing information necessary to answer the questions of this evaluation as they were originally stated. This section will present, for each variable and each question in the evaluation, the type of analytic procedure chosen. Section 3.1, which follows, will present the results of these procedures.

The comparisons which were made can best be understood if one conceives of the total sample as being composed of three groups: (1) Migrant Pre-Kindergarten students, (2) Migrant Non-Pre-Kindergarten students, and (3) Non-Migrant students. There were five comparisons made using these three groups singly and in combinations:

1. All migrants were compared to all non-migrants (Groups 1 and 2 with Group 3).
2. All pre-kindergarten students were compared to all non-pre-kindergarten students (Group 1 with Groups 2 and 3).
3. The migrant pre-kindergarten students were compared to the migrant non-pre-kindergarten students (Group 1 with Group 2).
4. The non-migrant students were compared to the migrant non-pre-kindergarten students (Group 2 with Group 3).
5. The pre-kindergarten migrant students were compared to the non-migrant students (Group 1 with Group 3).

2.3.1 The data analyses employed in each of the comparisons were as follows:

- (a) Frequency distributions of the two comparison groups according to school attended, grade, ethnic code, sex, language dominance, and current migrant status.
- (b) The means of the two groups on subtests of the CAT, MRT, PAL, and Boehm were compared through the use of t tests.

Since the CAT and MRT comparisons included the subscales in raw score, scaled score, and other forms, many of the t tests that were done could be considered redundant. For example, the CAT Reading Vocabulary sub-scale was used in the comparisons between groups in grade equivalent, raw score, and scaled score form. Since the various forms of scores are for the most

part, simple transformations of the raw score, the multiple analyses can be expected to produce very similar results. This point has been made in order to point out that although a total of 57 t tests are reported for each set of comparisons, only about 24 are totally separate analyses. This is a very important fact in estimating the number of significant t tests one would expect by chance alone for each comparison. In the results section to follow (Section 3.1), both the .05 and the .01 probability levels will be used as the criteria for significance when discussing the outcomes of the t tests.

3. Results

3.1 Statistical Outcomes

For ease of presentation and reference, the complete statistical results have been presented in a tabular form in Appendices F through J. Brief versions of these appendices appear as Tables 3-7 in this section.

The first section of each Appendix presents the crosstabulation of the two comparison groups at issue in the series of analyses. Group size and distribution according to sex, grade level, ethnic background, migrant status, and language dominance is presented in this section. Probability of difference tests were not deemed appropriate for this stage of the comparison.

The second section of each appendix presents the t tests results for each measure of the analyses. Subscales of battery tests are grouped together. For each comparison, the mean, the number of cases with valid data, the t value, the degrees of freedom, and the probability associated with the t value are reported.

It should also be noted that many of the t tests reported in the appendices are redundant; that is, they re-compare previously compared scores that have undergone either simple linear combination (e.g., total scores) or various systematic transformation (e.g., conversion to grade equivalents). If one studies the appendices, one will find that those redundant comparisons usually produced close to identical results. For this reason, as well as for simplicity, tables were constructed which present only raw score comparisons for each variable, eliminating as many redundant comparisons as possible (see Tables 3 through 7). The following discussions will deal with these tables, and will present an interpretation of the results to be found there.

3.1.1 Table 3 presents, in brief form, the results of the comparisons between all migrant and all non-migrant subjects. There are a total of 24 t tests reported, of which three reached the $p \leq .05$ criterion for significance. Two of those three reached the $p \leq .01$ criterion. All three significant differences were found in tests of reading and vocabulary. On the CAT Reading Vocabulary and Reading Total scores, the non-migrant subjects scored higher than the migrant subjects. The CAT manual states that the Reading Vocabulary subtest was designed to measure the level of "functional vocabulary achievement" at each grade, and was based on the assumption that ability to recognize words in context and assign the correct meaning to them is basic to reading achievement. Migrant students appear to experience somewhat more difficulty in assigning the correct meaning to a word when it appears

in a sentence than do non-migrant students. It should be noted, however, that this comparison is essentially a comparison between non-pre-k migrant students and non-migrant students, since only three of the 41 migrant students included here had any pre-k experience.

The third significant difference that was found in the comparisons occurred on the Spanish section of the PAL test of language dominance. In this case, migrant students obtained a higher mean score than non-migrant students, reflecting greater facility of communication in the Spanish language when spoken. (The PAL test does not include a test of reading abilities in the two languages.) This finding may reflect greater experience with the use of Spanish among migrant than among non-migrant students. It should be noted that all non-migrant students were Mexican-American students.

Several of the comparisons are important because there were no significant differences found between the groups. Although there was a large difference between groups on the CAT Reading Vocabulary subtest, there was no difference between them on the CAT Reading Comprehension subtest. Apparently, migrant students were able to understand an entire written passage while they were less able to choose the appropriate meaning for a single word taken from a written passage. It is also important to note that no significant differences were found among groups on the PAL English score, the MRT (1976) Language and Pre-Reading scales, or the MRT (pre-1976) Word Meaning scale, all of which are related to the CAT scales on which a significant difference did appear. Another important thing to note about the results of these comparisons is the absence of significant differences on tests related to mathematical abilities. Also, no differences were found on the Boehm Test of Basic Concepts, indicating that the two groups of students started out in kindergarten with about the same level of understanding of those concepts that would be essential to later achievement in reading, mathematics, and science. Since the CAT was given at a later date than either the Boehm or MRT, it is possible that the migrant students were beginning to fall behind in reading skills by the time the CAT was administered, which would be a possible explanation for the significant differences found on the CAT.

3.1.2 Table 4 summarizes the results of the comparison between all students who attended pre-kindergarten and all those who did not. Again, 24 comparisons are reported, two of which reached the .05 probability level criterion for significance. One of those was beyond the .01 probability level criterion. Both of these significant differences occurred on the PAL language dominance test. Former pre-kindergarten students tended to score higher on the Spanish subtest and lower on the English subtest than did students who had not attended pre-kindergarten. Since the non-pre-kindergarten students were both migrant and non-migrant, in close to equal numbers, these differences cannot be attributed to migrant status alone. In fact, when one looks back at the mean scores on these two subscales of the PAL for all migrant students and compares them with the pre-kindergarten students' scores, one finds that the former pre-kindergarten students, as a group, scored lower on the English subtest and higher on the Spanish subtest than did all migrant students,

taken as a group. Since the latter group contains the pre-kindergarten students as a subgroup, these cursory comparisons are probably less than one would find when comparing pre-kindergarten students with other migrant students who did not attend pre-kindergarten. This comparison is reported below in Section 3.1.3.

Again, many of the comparisons that did not find significant differences between groups are important. First of all, it should be pointed out clearly that the number of students in the pre-kindergarten group who had scores on the CAT and the pre-1976 version of the MRT was so low that meaningful analyses were not possible. However, for the 1976 version of the MRT and the Boehm test, sufficient numbers of students in both groups had scores, so that comparisons were possible. The absence of any significant differences on these tests suggested that, even though the language dominance scores of the two groups were clearly different, the students of each group began kindergarten with about the same level of basic skills and maintained this equivalence into the first grade. This finding, by itself, does not imply that the pre-kindergarten program elevated these students to the level of the other students. It would be necessary, first to show that the groups were significantly different before attending the pre-kindergarten classes in order to establish this effect.

3.1.3 Table 5 summarizes the results of the analyses that were done comparing former pre-kindergarten students with migrant students who did not attend pre-kindergarten. Of the 24 t tests reported there, three reached the .05 probability level criterion for significance.

Two of the t tests that revealed significant differences between group means were the comparisons of PAL English scores and of PAL Spanish scores. The non-pre-kindergarten group received significantly greater English scores than the pre-kindergarten group, but lower Spanish scores than the pre-kindergarten group. It was suggested previously (Section 3.1.2) that the differences between groups observed in these two comparisons would be greater than the differences between the pre-kindergarten group and the entire migrant group which included pre-kindergarten students as a subgroup. This expectation was proved true. The mean scores for all migrant students including the pre-kindergarten group, were 79.6 for English and 62.3 for Spanish; for pre-kindergarten students only, the means were 74.8 and 69.1, respectively; and for migrant who did not attend pre-kindergarten, the means were 86.6 and 52.8, respectively. Clearly, migrant students who attended pre-kindergarten obtained significantly lower scores on the English subscale and higher scores on the Spanish subscale than did migrant students without pre-kindergarten experience.

The only other t test that revealed a significant difference between groups occurred with the MRT (1976 version) Visual score. This subscale measures the ability of the student to discriminate between letters and to locate patterns of letters in a larger string of letters. The migrant students without pre-kindergarten performed better on this subscale than those with pre-kindergarten. There is no suggestion in the data as to the effects of this difference; however, the skills that this subscale measures would be important, one would think, in learning to read.

The absence of significant differences on most of the tests suggests, as before, that the two groups begin kindergarten and the first grade with the same level of ability in basic skills and understanding of basic concepts. Language dominance scores do differentiate the two groups; however, the difference does not seem to have any effect on the level of achievement, at least through the beginning of the first grade.

There were differences on the PAL, however. When migrant students with pre-kindergarten were compared with the migrant students without pre-kindergarten, the pre-kindergarten students were found to score lower on the PAL English scale. When compared to the other two samples combined, the pre-kindergarten migrant students also scored lower on the English scale; however, they did not score lower than the non-migrant students alone.

Neither was there a difference between non-migrant and migrant students without pre-kindergarten. The PAL provides five proficiency levels for each scale. According to the PAL manual, the pre-kindergarten migrant students fell on the average in the low level 4 range on the English scale. Non-migrant students and non-pre-kindergarten migrant students fell at the dividing point between level 4 and level 5. According to the manual, a child at level 4 "can communicate and understand the language."

On the PAL Spanish scale, pre-kindergarten migrant students outscored non-pre-kindergarten students and non-migrant students. As a group, migrant students outscored non-migrant students. All three groups scored on the average at level 3 of proficiency. A child at level 3 "has limited communication and comprehension in the language."

In order to demonstrate a positive effect for pre-kindergarten experience, it would be necessary to show a deficit for pre-kindergarten migrant students at the beginning of pre-kindergarten compared to non-pre-kindergarten migrant students, since they score at the same level on the Boehm at the beginning of kindergarten. Since no test was given to the two groups at the time the pre-kindergarten students entered the program, their relative standing at the beginning of pre-kindergarten cannot be known. However, we do know that pre-kindergarten migrant students scored lower on the PAL English score and higher on the PAL Spanish score than did the non-pre-kindergarten migrant students. Since the PAL English scale was found to correlate positively with the Boehm Total Score ($r = .25$, $p < .01$) and the PAL Spanish scale correlated negatively with the Boehm ($r = -.24$, $p < .05$), it would seem reasonable to hypothesize that the pre-kindergarten migrant students would have scored lower than the non-pre-kindergarten migrant students at the beginning of their pre-kindergarten experience if some achievement measure had been given. It is doubtful, however, that an achievement test could ever be given to the two groups, since few four-year-olds who are known to be migrants are not served.

3.2.2 Entry Into First Grade: All students in AISD are given the Metropolitan Readiness Test (MRT) during the first month they are in first grade. The data collected for this study contained scores for two different versions of the MRT;

one given in September 1976, and one given prior to that time. There were no differences found between the groups when the version given prior to 1976 was examined. However, when the scores for those students who took the 1976 edition were analyzed, migrant students without pre-kindergarten were found to score significantly higher than the other two groups on the Visual scale. No other differences between the groups were found.

End of First Grade

- a. There were not enough pre-kindergarten migrant students with scores (N=3) on the CAT to allow them to be compared with the other groups. The comparisons between migrant students without pre-k and non-migrant students showed that the non-migrant students outscored the migrant students on the following tests: Reading Vocabulary, Reading Total, Math Computation, Math Concepts and Problems, and Math Total. Without enough pre-kindergarten students to make the necessary comparisons, it was not possible to determine whether or not the pre-kindergarten instruction in any way "immunized" the students against the relative decline in achievement that occurred with the non-pre-kindergarten migrants at the end of the first grade.

Since the results above show no difference in achievement at the beginning of kindergarten and first grade, in order to demonstrate an effect of pre-kindergarten, it would be necessary to demonstrate a deficit for pre-kindergarten students relative to the others at the beginning of pre-kindergarten. Since no test was given to the two groups that time, their relative standing at the beginning of pre-k is unknown. However, it is known that pre-k migrant students scored lower on the PAL English scale and higher on the PAL Spanish scale than did the non-pre-k students. Since the PAL English scale was found to correlate positively with the Boehm Total Score ($r = .25$, $p < .01$) and the PAL Spanish scale correlated negatively with the Boehm ($r = -.19$, $p < .05$), it would seem reasonable to hypothesize that the pre-kindergarten migrant students would have scored lower than the non-pre-kindergarten at the beginning of their pre-kindergarten experience if some achievement measure had been given.

Table 1

DISTRIBUTION OF EACH SUBFILE BY SCHOOL BY ATTENDANCE

SCHOOL	Subfile		NMIG	TOTAL
	PREK	NO PREK		
Allison	11	5	20	36
Becker	7	27	32	66
Brooke	7	9	17	33
Brykerwoods	1	0	0	1
Casis	2	1	0	3
Dawson	5	10	15	30
Govalle	15	15	26	56
Mathews	11	3	0	14
Metz	11	10	25	46
Oak Springs	1	4	0	5
Ortega	2	10	14	26
Sanchez	4	3	8	15
Pleasant Hill	1	0	0	1
Reilly	1	0	0	1
Ridgetop	1	3	0	4
St. Elmo	1	5	0	6
Sims	5	3	0	8
Walnut	1	0	0	1
Wooten	0	1	0	1
Zavala	9	8	20	37
Zilker	1	2	0	3
Norman	1	0	0	1
Odom	1	3	0	4
Linder	1	0	0	1
Houston	2	1	0	3
TOTAL	102	123	177	402

DISTRIBUTION OF EACH SUBFILE BY GRADE, SEX, ETHNIC
CODE, YEAR OF BIRTH, AND CURRENT MIGRANT STATUS

VARIABLE	PREK % (N = 102)	Subfile NOPREK % (N = 123)	NMIG % (N = 177)
A. Grade			
Kindergarten	62 61%	36 29%	71 40%
First	36 35%	29 24%	44 25%
Second	4 4%	58 47%	62 35%
B. Sex			
Male	47 46%	63 51%	97 54%
Female	55 54%	59 48%	80 45%
C. Ethnic Code			
(2) Black	6 6%	10 8%	0 0%
(4) Spanish	86 84%	105 85%	177 100%
(5) Anglo	10 10%	8 7%	0 0%
D. Year of Birth			
1971	35 34%	17 14%	45 27%
1970	47 46%	26 21%	59 33%
1969	13 13%	45 37%	47 27%
1968	1 1%	23 19%	23 13%
Earlier	0 0%	0 0%	3 2%
Missing	6 6%	12 10%	0 0%
E. Current Migrant Status			
One-Year Migrant	37 36%	117 95%	0 0%
Five-Year Migrant	4 4%	6 5%	0 0%
Non-Migrant	61 60%	0 0%	177 100%

Table 3: COMPARISON OF MIGRANT STUDENTS AND NON-MIGRANT STUDENTS

Variable	Migrant	Sample Means		N	t Value	df	p Level
		N	Non-Migrant				
I. CAT (Raw Scores)							
1. Reading Vocabulary	61.39	41	68.36	42	-2.59	81	.011*
2. Reading Comprehension	8.32	41	8.57	42	-.28	81	.779
3. Reading Total	69.71	41	76.93	42	-2.26	81	.026*
4. Math Computation	24.36	39	28.12	42	-1.81	79	.074
5. Math Concepts	26.65	40	29.12	42	-1.60	80	.114
6. Math Total	51.26	39	57.24	42	-1.78	79	.078
II. PAL							
1. English	79.64	97	84.34	79	-1.14	174	.256
2. Spanish	62.33	97	44.96	79	2.96	174	.004**
III. MRT (1976 version)							
1. Auditory	11.90	45	11.50	33	.25	76	.803
2. Visual	13.60	45	12.10	33	.99	76	.327
3. Language	8.70	45	9.00	33	-.48	76	.632
4. Quantitative	10.60	45	9.80	35	.88	78	.386
5. Pre-Reading	34.20	45	34.90	39	-.23	82	.815
IV. MRT (pre-1976 edition)							
1. Word Meaning	6.00	33	6.20	40	-.19	71	.849
2. Listening	8.20	33	9.10	40	-1.29	71	.203
3. Matching	6.00	33	7.60	40	-1.81	71	.075
4. Alphabet	7.60	33	8.60	40	-.88	71	.380
5. Numbers	10.50	33	12.30	40	-.93	71	.358
6. Copying	6.70	32	6.90	40	-.21	71	.833
7. Total	45.10	35	49.15	40	-.98	70	.331
V. Boelm							
1. Space	13.50	143	13.80	106	-.32	247	.603
2. Quantity	8.50	143	8.80	106	-.91	247	.364
3. Time	1.90	143	2.00	106	-1.15	247	.253
4. Miscellaneous	2.20	143	2.30	106	-.68	247	.495
5. Total	25.90	143	27.00	106	-.90	247	.370

* Significant at $p \leq .05$ level.** Significant at $p \leq .01$ level.Attachment Q-4
(Continued, page 13 of 41)

Table 4: COMPARISON OF PRE-K MIGRANT STUDENTS AND ALL NON-PRE-K STUDENTS
(MIGRANT AND NON-MIGRANTS).

Variable	Pre-K	Sample Means		N	t Value	df	p Level
		N	Non-Pre-K				
I. CAT Raw Scores (1)							
1. Reading Vocabulary	73.76	3	54.60	80	-	-	-
2. Reading Comprehension	11.70	3	8.30	80	-	-	-
3. Reading Total	85.30	3	72.90	80	-	-	-
4. Math Computation	31.70	3	26.10	78	-	-	-
5. Math Concepts	34.30	3	27.70	79	-	-	-
6. Math Total	66.00	3	53.90	78	-	-	-
II. PAL							
1. English	74.80	57	85.10	119	-2.38	174	.018*
2. Spanish	69.10	57	47.60	119	3.40	174	.001**
III. HRT (1976 edition)							
1. Auditory	11.61	23	11.82	55	-.13	76	.895
2. Visual	11.35	23	13.62	55	-1.40	76	.163
3. Language	8.70	23	8.87	55	-.22	76	.830
4. Quantitative	10.61	23	10.11	57	.50	78	.618
5. Pre-Reading	31.65	23	35.57	61	-1.12	82	.267
IV. HRT (pre-1976) (1)							
1. Word Meaning	7.00	2	6.07	71	-	-	-
2. Listening	10.00	2	8.63	71	-	-	-
3. Matching	2.00	2	7.00	71	-	-	-
4. Alphabet	5.00	2	8.25	71	-	-	-
5. Numbers	9.50	2	11.56	71	-	-	-
6. Copying	6.50	2	6.84	70	-	-	-
7. Total	40.00	2	47.48	73	-	-	-
V. Bocha							
1. Space	13.61	70	13.63	179	-.03	247	.979
2. Quantity	8.16	70	8.82	179	-1.43	247	.153
3. Time	1.86	70	1.98	179	-.76	247	.449
4. Miscellaneous	2.23	70	2.19	179	.17	247	.864
5. Total	25.86	70	26.57	179	-.56	247	.574

(1) The number of pre-kindergarten students with scores is too small for a valid comparison.

* Significant at $p \leq .05$ level.

** Significant at $p \leq .01$ level.

Table 5: COMPARISON OF PRE-KINDERGARTEN AND MIGRANT NON-PRE-KINDERGARTEN STUDENTS.

Variable	Pre-K	N	Group Means		t Value	df	p Level
			Migrant	Non-Pre-K			
I. CAT Raw Scores (1)							
1. Reading Vocabulary	73.67	3	60.42	38	-	-	-
2. Reading Comprehension	13.67	3	8.05	38	-	-	-
3. Reading Total	85.33	3	68.47	38	-	-	-
4. Math Computation	31.67	3	23.75	36	-	-	-
5. Math Concepts	34.33	3	26.03	37	-	-	-
6. Math Total	66.00	3	50.03	36	-	-	-
II. PAL							
1. English	74.80	57	86.60	40	-2.05	95	.043*
2. Spanish	69.10	57	52.80	40	2.11	95	.037*
III. HRT (1976 Version)							
1. Auditory	11.61	23	12.23	22	-.32	43	.752
2. Visual	11.35	23	15.91	22	-2.39	43	.021*
3. Language	8.70	23	8.64	22	.06	43	.952
4. Quantitative	10.61	23	10.59	22	.01	43	.989
5. Pre-Reading	11.65	23	16.77	22	-1.34	43	.188
IV. HRT (pre-1976) (1)							
1. Word Meaning	7.00	2	5.97	31	-	-	-
2. Listening	10.00	2	8.06	31	-	-	-
3. Matching	2.00	2	6.23	31	-	-	-
4. Alphabet	5.00	2	7.81	31	-	-	-
5. Numbers	9.50	2	10.61	31	-	-	-
6. Copying	6.50	2	6.73	30	-	-	-
7. Total	40.00	2	45.45	33	-	-	-
V. Books							
1. Space	13.61	70	13.38	73	.29	141	.775
2. Quantity	8.16	70	8.77	73	-1.11	141	.267
3. Time	1.86	70	1.89	73	-.16	141	.871
4. Miscellaneous	2.23	70	2.08	73	.66	141	.512
5. Total	25.86	70	26.00	73	-.09	141	.927

(1) The number of pre-kindergarten students with scores is too small for a valid comparison.

*Significant at $p \leq .05$ level.

Table 6: COMPARISON OF MIGRANT NON-PRE-K AND NON-MIGRANT STUDENTS.

Variable	Group Means		N	t Value	df	p level
	Migrant Non-Pre-K	Non-Migrant				
I. CAT Raw Scores						
1. Reading Vocabulary	60.42	68.36	42	- 2.90	78	.005**
2. Reading Comprehension	8.05	8.57	42	- .57	78	.569
3. Reading Total	68.47	76.93	42	- 2.61	78	.011*
4. Math Computation	23.75	28.12	42	- 2.06	76	.043*
5. Math Concepts	26.03	29.12	42	- 2.02	77	.047*
6. Math Total	50.01	57.24	42	- 2.14	76	.036*
II. PAL						
1. English	86.57	84.34	79	.49	117	.624
2. Spanish	52.75	44.96	79	.97	117	.336
III. MRT (1975)						
1. Auditory	12.23	11.55	33	.39	53	.699
2. Visual	15.91	12.09	33	2.17	53	.035*
3. Language	8.64	9.03	33	- .44	53	.663
4. Quantitative	10.59	9.80	35	.69	55	.494
5. Pre-Reading	36.77	34.90	39	.47	59	.637
IV. MRT (pre-1976)						
1. Word Meaning	5.97	6.15	40	- .28	69	.779
2. Listening	8.06	9.07	40	- 1.42	69	.160
3. Matching	6.23	7.60	40	- 1.50	69	.138
4. Alphabet	7.81	8.60	40	- .71	69	.481
5. Numbers	10.61	12.30	40	- .86	69	.391
6. Copying	6.73	6.92	40	- .20	68	.844
7. Total	45.45	49.15	40	- .80	71	.383
V. Boehm						
1. Space	13.88	13.80	106	.63	177	.530
2. Quantity	8.77	8.85	106	- .17	177	.866
3. Time	1.89	2.05	106	- .89	177	.377
4. Miscellaneous	2.05	2.27	106	- .93	177	.353
5. Total	26.00	26.97	106	- .74	177	.461

*Significant at $p \leq .05$ level.**Significant at $p \leq .01$ level.

Table 7: COMPARISON OF MIGRANT PRE-KINDERGARTEN STUDENTS AND NON-MIGRANT STUDENTS.

Variable	Migrant	Group Means		N	t Value	df	P Level
		N	Non-Migrant				
I. CAT Raw Score							
1. Reading Vocabulary	73.67	3	68.36	42	-	-	-
2. Reading Comprehension	71.67	3	8.57	42	-	-	-
3. Reading Total	85.33	3	76.93	42	-	-	-
4. Math Computation	71.67	3	28.12	42	-	-	-
5. Math Concepts	34.33	3	29.12	42	-	-	-
6. Math Total	66.00	3	57.24	42	-	-	-
II. PAI							
1. English	78.77	57	84.34	79	-1.89	134	.060
2. Spanish	69.05	57	44.96	79	3.61	134	.000 ^{***}
III. HRT (1976)							
1. Auditory Raw Score	11.61	23	11.55	33	.04	54	.971
2. Visual Raw Score	11.35	23	12.09	33	-.43	54	.669
3. Language Raw Score	8.69	23	9.04	33	-.36	54	.717
4. Quantitative Raw Score	10.61	23	9.80	35	.77	56	.444
5. Pre-Reading Raw Score	11.65	23	14.90	39	-.82	60	.415
IV. HRT (pre-1976)							
1. Word Meaning	7.00	2	6.15	40	-	-	-
2. Listening	10.00	2	9.07	40	-	-	-
3. Matching	2.00	2	7.60	40	-	-	-
4. Alphabet	5.00	2	8.60	40	-	-	-
5. Number	9.50	2	12.30	40	-	-	-
6. Copying	6.50	2	6.93	40	-	-	-
7. Total	40.00	2	64.15	40	-	-	-
V. Begim							
1. Space	13.61	70	13.80	106	-.26	174	.792
2. Quantity	8.16	70	8.85	106	-1.35	174	.178
3. Time	1.86	70	3.05	106	-1.07	174	.288
4. Miscellaneous	2.23	70	2.27	106	-.21	174	.837
5. Total	25.86	70	26.97	106	-.78	174	.435

**Significant at $p \leq .01$ level.Attachment Q-4
(Continued, page 17 of 41)

Appendix A

Primary Acquisition of Language (PAL)Description

The test manual for the PAL describes it as follows: ".... an easy to administer instrument for measuring language dominance in both English and Spanish. It is designed for primary grade children a placement tool in bilingual programs."

It consists of two parts, one in English and one in Spanish. The child is shown a picture and asked a question about a picture. On the English form, the questions are in English. On the Spanish form, the questions are in that language. Responses are scored according to the language the respondent uses and the language in which the questions were asked.

The test manual requires that a bilingual, specially trained person administer the test. Scoring instructions and conversion tables are also included in the manual.

For information regarding psychometric properties of the PAL tests, one should consult the test manual (El Paso Public Schools, 1975).

The scores on the English and Spanish scales can be broken down into five proficiency levels as follows:

<u>Level</u>	<u>Raw Score Range</u>
5	85-100
4	73-84
3	47-72
2	25-46
1	0-24

The test also provides a language dominance designation. This designation depends on the student's proficiency level in each language. Students who score at level five for both languages are considered bilingual. Students are designated as English or Spanish dominant depending on their absolute and relative proficiency in each language. Students who score only moderately high in both languages are not given a language dominance designation. Students who score below 3 on both scales are not given a language dominance assignment either and should have their results discussed with the principal or supervisor.

Appendix B

California Achievement Test (CAT)

The CAT is a battery of tests in three basic skill areas: Reading, Mathematics, and Language. The tests in the Reading and Mathematics areas are administered to students in grades 1-8 every year during the spring. The testing is usually done by school counselors with teachers as monitors. The scales used in this study were: (a) Reading Vocabulary, (b) Reading Comprehension, (c) Mathematics Computation, and (d) Mathematics Concepts. The first two scales are normally combined to form a Reading Total score, while the second two scales are combined to form a Mathematics Total score.

Each scale produces a raw score which can be transformed into one of several scales. Two other scales were used in this evaluation: (a) Grade equivalents, and (b) Achievement Development Scale Scores.

For information regarding the psychometric properties of the CAT, one should consult the test manuals (Tiegs and Clark, 1974).

Appendix C

Metropolitan Readiness Tests (MRT)

Scores are reported in the study on two versions of the MRT, one given in the 1976-77 school year and one given prior to that year. The MRT is administered system-wide to all first graders during September. Both MRT versions are designed to measure how well students have mastered the skills and abilities that contribute to "readiness for first grade instruction." Both versions are administered by the students' teachers. They are intended to be used to aid teachers in classifying their students for instructional purposes. The tests making up the batteries are not for diagnostic purposes but may be suggestive of strengths or weaknesses that could facilitate or hinder learning.

The pre-1976 version of the MRT had six scales, Word Meaning, Listening, Matching, Alphabet, Numbers, and Copying, and a total score based on the six scales.

The 1976 version of the MRT provides subscales designed to measure skills in the Auditory, Visual, Language, and Quantitative areas. The first three subscales are combined to give a composite score for Pre-Reading skills. Each subscale is composed of two tests, each of which is used in the analyses for this study.

For psychometric data on the MRT, one should consult the test manual (Nuss and McGarwan, 1976).

Appendix D

Boehm Test of Basic Concepts

The Boehm test is designed for use with children in kindergarten through grade 3. It was developed to assess mastery of certain basic concepts which are believed essential to learning in the first few years of school. Four subscales were used in this evaluation: (a) Space, (b) Quantity, (c) Time, and (d) Miscellaneous. A total score, obtained by summing all of the subscales, was also used. Only raw scores were used.

The scores used in this study are taken from the administration given in Title I schools during the first month of kindergarten. Classroom teachers administered the test in English and Spanish (schools had the option of testing Spanish dominant students in Spanish). Those students not attending kindergarten in Title I schools will therefore not have scores on this instrument.

For information regarding psychometric properties of the Boehm, one should consult the test manual (Boehm, 1971).

Appendix E

SEDL Mastery Tests

As part of Level II of the Southwest Educational Development Lab's Bilingual Early Childhood Program which is used as the curriculum for the Four-Year-Old Program, the students are given mastery tests designed to measure how well they have mastered the concepts taught as part of the curriculum. Either two or three mastery tests are given, depending on how much of the curriculum the teachers are able to cover during the year. The first mastery test is given twice, once at the beginning of the school year as a pretest and again at the end of the units for which the test was designed. The other tests are usually given only at the end of the units they cover.

As part of this study, those pre-kindergarten teachers who had been with the program prior to the 1976-77 school year were asked to check their files to see if they had the mastery test results for their students. Unfortunately, only one teacher still had the data. She had the scores for her 1975-76 class for Mastery Test I (pre and post) and Mastery Test II. Because the number of subjects with mastery test scores was so small, no analyses were done using the data.

APPENDIX F

COMPARISON OF MIGRANT STUDENTS AND NON-MIGRANT STUDENTS.

Table F-1: Demographic Variables

Variable	<u>Migrant</u>		<u>Non-Migrant</u>	
	N	Percent of Cases	N	Percent of Cases
A. School				
Allison	16	7.1	20	11.3
Becker	34	15.1	32	18.1
Brooke	16	7.1	17	9.6
Bryker Woods	1	.4	-	-
Casis	3	1.3	-	-
Dawson	15	6.7	15	8.5
Govalle	30	13.3	26	14.7
Mathews	14	6.2	-	-
Metz	21	9.3	25	14.1
Oak Springs	5	2.2	-	-
Ortega	12	5.3	14	7.9
Sanchez	7	3.1	8	4.5
Pleasant Hill	1	.4	-	-
Reilly	1	.4	-	-
Ridgetop	4	1.8	-	-
St. Elmo	6	2.7	-	-
Sims	8	3.6	-	-
Walnut	1	.4	-	-
Wooten	1	.4	-	-
Zavala	17	7.6	-	-
Zilker	3	1.3	-	-
Norman	1	.4	-	-
Odom	4	1.8	-	-
Linder	1	.4	-	-
Houston	3	1.3	-	-
B. Grade				
Kindergarten	98	43.6	71	40.1
First	65	28.9	44	24.9
Second	62	27.6	62	35.0
C. Ethnic Code				
(2) Black	16	7.1	-	-
(4) Mex. Am.	191	84.9	177	100.0
(5) Anglo	18	8.0	-	-
D. Sex				
Male	110	48.9	97	54.8
Female	114	50.7	80	45.2

<u>Variable</u>	<u>Migrant</u>		<u>Non-Migrant</u>	
	<u>N</u>	<u>Percent of Cases</u>	<u>N</u>	<u>Percent of Cases</u>
E. Migrant Status				
Five-Year Migrant	10	4.4	-	-
One-Year Migrant	154	68.4	-	-
Non-Migrant	61	27.1	177	100.0
F. Language Dominance				
Spanish	18	8.0	9	5.1
English	34	15.1	49	27.7
Bilingual	35	15.6	16	9.0
Undetermined	138	61.3	103	58.2

Table F-2: Achievement Test Variables

Variable	Migrant	Group Means		N	t Value	df	p Level
		N	Non-Migrant				
I. California Achievement Test							
A. Grade Equivalents							
1. Reading Vocabulary	1.44	41	1.80	42	-2.57	81	.012*
2. Reading Comprehension	1.70	41	1.71	42	-.01	81	.989
3. Reading Total	1.49	41	1.75	42	-1.77	81	.081
4. Math Computation	1.72	39	1.97	42	-1.62	79	.110
5. Math Concepts	1.50	40	1.72	42	-1.40	80	.167
6. Math Total	1.61	39	1.86	42	-1.65	79	.104
B. Raw Scores							
1. Reading Vocabulary	61.39	41	68.36	42	-2.59	81	.011*
2. Reading Comprehension	8.32	41	8.57	42	-.28	81	.779
3. Reading Total	69.71	41	76.93	42	-2.26	81	.026*
4. Math Computation	24.36	39	28.12	42	-1.81	79	.074
5. Math Concepts	26.65	40	29.12	42	-1.60	80	.114
6. Math Total	51.26	39	57.24	42	-1.78	79	.078
C. ADSS							
1. Reading Vocabulary	287.40	40	303.00	42	-2.55	80	.013*
2. Reading Comprehension	298.10	40	298.00	42	.01	80	.995
3. Reading Total	272.50	40	286.90	42	-2.06	80	.043*
4. Math Computation	256.90	39	264.70	42	-1.61	79	.111
5. Math Concepts	274.20	40	284.20	42	-1.48	80	.142
6. Math Total	249.40	39	257.40	42	-1.58	79	.119
II. PAL							
A. English Score	79.64	97	84.34	79	-1.14	174	.256
B. Spanish Score	62.33	97	44.96	79	2.90	174	.004**
III. Metropolitan Readiness Tests							
A. 1976 Version							
1. Test 1	6.00	45	5.60	31	.52	74	.608
2. Test 2	5.90	45	5.90	31	-.08	74	.936

Attachment Q-4
(Continued, page 25 of 41)

Variable	Migrant	Group Means		N	t Value	df	p Level
		N	Non-Migrant				
3. Auditory RS	11.90	45	11.50	33	.25	76	.803
4. Auditory Stanine	3.30	45	3.20	33	.40	76	.693
5. Auditory Scale Score	123.60	45	123.10	33	.08	76	.939
6. Test 3	5.20	45	4.50	31	1.18	74	.242
7. Test 4	8.40	45	7.80	31	.58	74	.566
8. Visual RS	13.60	45	12.10	33	.99	76	.327
9. Visual Stanine	3.80	45	3.30	33	1.22	76	.228
10. Visual Scale Score	131.40	45	123.80	33	1.02	76	.312
11. Test 5	4.60	45	5.00	31	-.83	74	.412
12. Test 6	4.10	45	4.00	31	.08	74	.938
13. Language RS	8.70	45	9.00	33	-.48	76	.632
14. Language Stanine	3.10	45	3.30	33	-.46	76	.648
15. Language Scale Score	120.70	45	124.00	32	-.55	75	.586
16. Test 7	3.70	45	3.70	30	-.16	73	.875
17. Test 8	6.90	45	6.20	30	1.13	73	.263
18. Quantitative RS	10.60	45	9.80	35	.88	78	.384
19. Quantitative Stanine	3.50	45	3.30	35	.55	78	.582
20. Quantitative Scale Score	126.70	45	123.10	31	.70	74	.485
21. Pre-Reading RS	34.20	45	34.90	39	-.23	82	.815
22. Pre-Reading Stanine	3.10	45	2.90	36	.85	79	.400
23. Pre-Reading Scale Sc.	120.20	45	116.30	32	.66	75	.511
B. Pre-1976 Version							
1. Word Meaning	6.00	33	6.20	40	-.19	71	.849
2. Listening	8.20	33	9.10	40	-1.29	71	.203
3. Matching	6.00	33	7.60	40	-1.81	71	.075
4. Alphabet	7.60	33	8.60	40	-.88	71	.380
5. Numbers	10.50	33	12.30	40	-.98	71	.333
6. Copying	6.70	32	6.90	40	-.21	70	.833
7. Total	45.10	35	49.20	40	-.98	73	.331
IV. Posttest							
1. Space	13.50	143	13.80	106	-.52	247	.603
2. Quantity	8.50	143	8.80	106	-.91	247	.364
3. Time	1.90	143	2.00	106	-1.15	247	.253
4. Miscellaneous	2.20	143	2.30	106	-.68	247	.495
5. Total	25.90	143	27.00	106	-.90	247	.370

* Significant at $p \leq .05$ level.** Significant at $p \leq .01$ level.

APPENDIX G

COMPARISON OF PRE-KINDERGARTEN STUDENTS AND NON-PRE-KINDERGARTEN STUDENTS (MIGRANT AND NON-MIGRANT).

Table G-1: Demographic Variables

Variable	Pre-Kindergarten		Non-Pre-Kindergarten	
	N	Percent of Cases	N	Percent of Cases
A. School				
Allison	11	10.8	25	8.3
Becker	7	6.9	59	19.7
Brooke	7	6.9	26	8.7
Bryker Woods	1	1.0	-	-
Casis	2	2.0	1	.3
Dawson	5	4.9	25	8.3
Govalle	15	14.7	41	13.7
Mathews	11	10.8	3	1.0
Metz	11	10.8	35	11.7
Oak Springs	1	1.0	4	1.3
Ortega	2	2.0	24	8.0
Sanchez	4	3.9	11	3.7
Pleasant Hill	1	1.0	-	-
Reilly	1	1.0	-	-
Ridgetop	1	1.0	3	1.0
St. Elmo	1	1.0	5	1.7
Sims	5	4.9	3	1.0
Walnut	1	1.0	-	-
Wooten	-	-	1	.3
Zavala	9	8.8	28	9.8
Zilker	1	1.0	2	.7
Norman	1	1.0	-	-
Odom	1	1.0	3	1.0
Linder	1	1.0	-	-
Houston	2	2.0	1	.3
B. Grade				
Kindergarten	62	60.0	107	35.7
First	36	35.3	73	24.3
Second	4	3.9	120	40.0
C. Ethnic Code				
(2) Black	6	5.9	10	3.3
(4) Mex. Am.	86	84.3	282	94.0
(5) Anglo	10	9.8	8	2.7
D. Sex				
Male	47	46.1	160	53.3
Female	55	53.9	139	46.3

<u>Variable</u>	<u>Pre-Kindergarten</u>		<u>Non-Pre-Kindergarten</u>	
	<u>N</u>	<u>Percent of Cases</u>	<u>N</u>	<u>Percent of Cases</u>
E. Migrant Status				
Five-Year Migrant	4	3.9	6	2.0
One-Year Migrant	37	36.3	117	39.0
Non-Migrant	61	59.8	177	59.0
F. Language Dominance				
Spanish	13	12.7	14	4.7
English	15	14.7	68	22.7
Bilingual	23	22.5	28	9.3
Undertermined	51	50.0	190	63.3

Table G-2: Achievement Test Variables

Variable	Pre-K	Group Means		N	t Value	df	p Level
		N	Non-Pre-K				
I. CAT(1)							
A. Grade Equivalents							
1. Reading Vocabulary	2.10	3	1.61	80	-	-	.
2. Reading Comprehension	2.30	3	1.68	80	-	-	.
3. Reading Total	2.20	3	1.60	80	-	-	.
4. Math Computation	2.20	3	1.83	78	-	-	.
5. Math Concepts	2.33	3	1.58	79	-	-	.
6. Math Total	2.30	3	1.71	78	-	-	.
B. Raw Scores							
1. Reading Vocabulary	73.70	3	54.60	80	-	-	.
2. Reading Comprehension	11.70	3	8.30	80	-	-	.
3. Reading Total	85.30	3	72.90	80	-	-	.
4. Math Computation	31.70	3	26.10	78	-	-	.
5. Math Concepts	34.30	3	27.70	79	-	-	.
6. Math Total	66.00	3	53.90	78	-	-	.
C. ADSS							
1. Reading Vocabulary	315.00	3	294.70	79	-	-	.
2. Reading Comprehension	327.60	3	296.90	79	-	-	.
3. Reading Total	307.30	3	278.80	79	-	-	.
4. Math Computation	272.30	3	260.50	78	-	-	.
5. Math Concepts	310.00	3	278.10	79	-	-	.
6. Math Total	273.70	3	252.80	78	-	-	.
II. PAL							
A. English Score	74.80	57	85.10	119	-2.11	174	.038 ^A
B. Spanish Score	69.10	57	47.60	119	3.40	174	.001 ^{AA}
III. MRT							
A. 1976 Version							
1. Test 1	5.74	23	5.94	53	.25	74	.806
2. Test 2	5.87	23	5.91	53	.04	74	.969

Attachment Q-4
(Continued, page 29 of 41)

Variable	Group Means				t Value	df	p Level
	Migrant Non-Pre-K	N	Non-Migrant Non-Pre-K	N			
3. Auditory RS	12.23	22	11.55	33	-.39	53	.699
4. Auditory Stanine	3.41	22	3.15	33	-.62	53	.539
5. Auditory Scale Sc.	123.90	22	123.10	32	-.12	52	.906
6. Test 3	5.64	22	4.48	31	-1.64	51	.106
7. Test 4	10.27	22	7.77	31	-2.04	51	.047*
8. Visual RS	15.91	22	12.09	33	-2.17	53	.035*
9. Visual Stanine	4.41	22	3.30	33	-2.11	53	.040*
10. Visual Scale Sc.	161.20	22	123.90	32	-2.10	52	.040*
11. Test 5	4.59	22	5.00	31	.69	51	.496
12. Test 6	4.05	22	4.03	31	-.02	51	.980
13. Language RS	8.64	22	9.03	33	.44	53	.663
14. Language Stanine	3.09	22	3.30	33	.49	53	.626
15. Language Scale Sc.	120.20	22	124.00	32	.53	52	.599
16. Test 7	3.68	22	3.73	30	.10	50	.923
17. Test 8	6.91	22	6.20	30	-.86	50	.391
18. Quantitative RS	10.59	22	9.80	35	-.69	55	.494
19. Quantitative Stanine	3.50	22	3.29	35	-.50	55	.617
20. Quantitative Scale Sc.	127.60	22	123.10	31	-.69	51	.493
21. Pre-Reading RS	36.77	22	34.90	39	-.47	59	.637
22. Pre-Reading Stanine	3.36	22	2.86	36	-1.33	56	.189
23. Pre-Reading Scale Sc.	125.00	22	116.30	32	-1.28	52	.208
B. Pre 1976 Version							
1. Word Meaning	5.97	31	6.15	40	.28	69	.779*
2. Listening	8.06	31	9.07	40	1.42	69	.160
3. Matching	6.23	31	7.60	40	1.50	69	.138
4. Alphabet	7.81	31	8.60	40	.71	69	.481
5. Numbers	10.61	31	12.30	40	.92	69	.359
6. Copying	6.73	30	6.92	40	.20	68	.844
7. Total	45.45	33	49.15	40	.88	71	.383
III. Boehm							
1. Space	13.38	73	13.80	106	-.63	177	.530
2. Quantitative	8.77	73	8.85	106	-.17	177	.866
3. Time	1.89	73	2.05	106	-.89	177	.377
4. Miscellaneous	2.08	73	2.27	106	-.93	177	.353
5. Total	26.00	73	26.97	106	.74	177	.461

* Significant at $p \leq .05$ level.** Significant at $p \leq .01$ level.

APPENDIX H

COMPARISON OF PRE-KINDERGARTEN STUDENTS AND
MIGRANT NON-PRE-KINDERGARTEN STUDENTS.

Table H-1: Demographic Variables

Variable	<u>Pre-K</u>		<u>Migrant Non-Pre-K</u>	
	<u>N</u>	<u>Percent of Cases</u>	<u>N</u>	<u>Percent of Cases</u>
A. School				
Allison	11	10.8	5	4.1
Becker	7	6.9	27	22.0
Brooke	7	6.9	9	7.3
Bryker Woods	1	1.0	-	-
Casis	2	2.0	1	.8
Dawson	5	4.9	10	8.1
Govalle	15	14.7	15	12.2
Mathews	11	10.8	3	2.4
Metz	11	10.8	10	8.1
Oak Springs	1	1.0	4	3.3
Ortega	2	2.0	10	8.1
Sanchez	4	3.9	3	2.4
Pleasant Hill	1	1.0	-	-
Reilly	1	1.0	-	-
Ridgetop	1	1.0	3	2.4
St. Elmo	1	1.0	5	4.1
Sims	5	4.9	3	2.4
Walnut	1	1.0	-	-
Wooten	-	-	1	.8
Zavala	9	8.8	8	6.5
Zilker	1	1.0	2	1.6
Norman	1	1.0	-	-
Odom	1	1.0	3	2.4
Linder	1	1.0	-	-
Houston	2	2.0	1	.8
B. Grade				
Kindergarten	62	60.0	36	29.3
First	36	35.3	29	23.6
Second	4	3.9	58	47.2
C. Ethnic Code				
(2) Black	6	5.9	10	8.1
(4) Mex. Am.	86	84.3	105	85.4
(5) Anglo	10	9.8	8	6.5
D. Sex				
Male	47	46.1	63	51.2
Female	55	53.9	59	48.0

<u>Variable</u>	<u>Pre-K</u>		<u>Migrant Non-Pre-K</u>	
	<u>N</u>	<u>Percent of Cases</u>	<u>N</u>	<u>Percent of Cases</u>
E. Migrant Status				
Five-Year Migrant	4	3.9	6	4.9
One-Year Migrant	37	36.3	117	95.1
Non-Migrant	61	59.8	-	-
F. Dominant Language				
Spanish	13	12.7	5	4.1
English	15	14.7	19	15.4
Bilingual	23	22.5	12	9.8
Undetermined	51	50.0	87	70.8

Table H-2: Achievement Test Variables

Variable	Pre-K	N	Group Means		N	t Value	df	p Level
			Migrant	Non-Pre-K				
I. CAT(1)								
A. Grade Equivalents								
1. Reading Vocabulary	2.10	3		1.39	38	-	-	-
2. Reading Comprehension	2.30	3		1.66	38	-	-	-
3. Reading Total	2.20	3		1.43	38	-	-	-
4. Math Computation	2.20	3		1.68	36	-	-	-
5. Math Concepts	2.33	3		1.43	37	-	-	-
6. Math Total	2.30	3		1.55	36	-	-	-
B. Raw Scores								
1. Reading Vocabulary	73.67	3		60.42	38	-	-	-
2. Reading Comprehension	11.67	3		8.05	38	-	-	-
3. Reading Total	85.33	3		68.47	38	-	-	-
4. Math Computation	31.67	3		23.75	36	-	-	-
5. Math Concepts	34.33	3		26.03	37	-	-	-
6. Math Total	66.00	3		50.03	36	-	-	-
C. ADSS								
1. Reading Vocabulary	315.00	3		285.20	37	-	-	-
2. Reading Comprehension	327.70	3		295.70	37	-	-	-
3. Reading Total	307.30	3		269.60	37	-	-	-
4. Math Computation	272.30	3		255.60	36	-	-	-
5. Math Concepts	310.00	3		271.30	37	-	-	-
6. Math Total	273.70	3		247.40	36	-	-	-
II. PAL								
A. English Score	74.80	57		86.60	40	-2.26	95	.026*
B. Spanish Score	69.10	57		52.80	40	2.11	95	.037*
III. MRT								
A. 1976 Version								
1. Test 1	5.74	23		6.36	22	-.62	43	.538
2. Test 2	5.87	23		5.86	22	.01	43	.996
3. Auditory RS	11.61	23		12.23	22	-.32	43	.752

Attachment Q-4
(Continued, page 33 of 41)

Variable	Pre-K	N	Group Means		N	t Value	df	p Level
			Migrant	Non-Pre-K				
4. Auditory Stanine	3.17	23		3.41	22	-.53	43	.598
5. Auditory Scale Sc.	123.20	23		124.00	22	-.11	43	.913
6. Test 3	4.78	23		5.64	22	-1.09	43	.280
7. Test 4	6.57	23		10.27	22	-2.91	43	.006**
8. Visual RS	11.35	23		15.91	22	-2.39	43	.021*
9. Visual Stanine	3.30	23		4.41	22	-1.88	43	.066
10. Visual Scale Sc.	122.10	23		141.20	22	-1.96	43	.057
11. Test 5	4.61	23		4.59	22	.03	43	.977
12. Test 6	4.09	23		4.04	22	.07	43	.942
13. Language RS	8.70	23		8.64	22	.06	43	.952
14. Language Stanine	3.17	23		3.09	22	.17	43	.863
15. Language Scale Sc.	121.10	23		120.20	22	.12	43	.905
16. Test 7	3.65	23		3.68	22	-.06	43	.956
17. Test 8	6.96	23		6.91	22	.06	43	.952
18. Quantitative RS	10.61	23		10.59	22	.01	43	.989
19. Quantitative Stanine	3.43	23		3.50	22	-.17	43	.862
20. Quantitative Scale Sc.	125.90	23		127.60	22	-.24	43	.809
21. Pre-Reading RS	31.65	23		36.77	22	-1.34	43	.188
22. Pre-Reading Stanine	2.91	23		3.36	22	-1.08	43	.288
23. Pre-Reading Scale Sc.	115.60	23		124.90	22	-1.24	43	.220
B. Pre 1976 Version(1)								
1. Word Meaning	7.00	2		5.97	31	-	-	-
2. Listening	10.00	2		8.06	31	-	-	-
3. Matching	2.00	2		6.23	31	-	-	-
4. Alphabet	5.00	2		7.81	31	-	-	-
5. Numbers	9.50	2		10.61	31	-	-	-
6. Copying	6.50	2		6.73	30	-	-	-
7. Total	40.00	2		45.45	33	-	-	-
IV. Boehm								
1. Space	11.61	70		13.38	73	.29	141	.775
2. Quantitative	8.16	70		8.77	73	-1.11	141	.267
3. Time	1.86	70		1.89	73	-.16	141	.871
4. Miscellaneous	2.23	70		2.08	73	.66	141	.512
5. Total	25.86	70		26.00	73	-.09	141	.927

(1) The number of pre-kindergarten students with scores was too small for a valid comparison.

* Significant at $p \leq .05$ level.

** Significant at $p \leq .01$ level.

COMPARISON OF NON-PRE-K MIGRANT STUDENTS
AND NON-MIGRANT STUDENTS.

Table I-1: Demographic Variables

Variable	Migrant Non-Pre-K		Non-Migrant Non-Pre-K	
	N	Percent of Cases	N	Percent of Cases
A. School				
Allison	5	4.1	20	11.3
Becker	27	22.0	32	18.1
Brooke	9	7.3	17	9.6
Casis	1	.8	-	-
Dawson	10	8.1	15	8.5
Govalle	15	12.2	26	14.7
Mathews	3	2.4	-	-
Metz	10	8.1	25	14.1
Oak Springs	4	3.3	-	-
Ortega	10	8.1	14	7.9
Sanchez	3	2.4	8	4.5
Ridgetop	3	2.4	-	-
St. Elmo	5	4.1	-	-
Sims	3	2.4	-	-
Wooten	1	.8	-	-
Zavala	8	6.5	20	11.3
Zilker	2	1.6	-	-
Odom	3	2.4	-	-
Houston	1	.8	-	-
B. Grade				
Kindergarten	36	29.3	71	40.1
First	29	23.6	44	24.9
Second	58	47.2	62	35.0
C. Ethnic Code				
(2) Black	10	8.1	-	-
(4) Mex. Am.	105	85.4	177	100.0
(5) Anglo	8	6.5	-	-
D. Sex				
Male	63	51.2	97	54.8
Female	59	48.0	80	45.2
E. Migrant Status				
Five-Year Migrant	6	4.9	-	-
One-Year Migrant	117	95.1	-	-
Non-Migrant	-	-	177	100.0
F. Dominant Language				
Spanish	5	4.1	9	5.1
English	19	15.4	49	27.7
Bilingual	12	9.8	16	9.0
Undetermined	87	70.8	103	58.2

Table 1-2: Achievement Test Variables

Variable	Group Means				t Value	df	p Level
	Migrant Non-Pre-K	N	Non-Migrant Non-Pre-K	N			
I. CAT							
A. Grade Equivalents							
1. Reading Vocabulary	1.39	38	1.80	42	2.89	78	.005**
2. Reading Comprehension	1.66	38	1.71	42	.30	78	.767
3. Reading Total	1.43	38	1.75	42	2.11	78	.038*
4. Math Computation	1.68	36	1.97	42	1.83	76	.070
5. Math Concepts	1.43	37	1.72	42	1.87	77	.065
6. Math Total	1.55	36	1.86	42	2.03	76	.046*
B. Raw Scores							
1. Reading Vocabulary	60.42	38	68.36	42	2.90	78	.005**
2. Reading Comprehension	8.05	38	8.57	42	.57	78	.569
3. Reading Total	68.47	38	76.93	42	2.61	78	.011**
4. Math Computation	23.75	36	28.12	42	2.06	76	.043*
5. Math Concepts	26.03	37	29.12	42	2.02	77	.047*
6. Math Total	50.03	36	57.24	42	2.14	76	.036*
C. ADSS							
1. Reading Vocabulary	285.20	37	303.00	42	2.86	77	.005*
2. Reading Comprehension	295.70	37	298.00	42	.26	77	.792
3. Reading Total	269.60	37	286.90	42	2.43	77	.018*
4. Math Computation	255.60	36	264.70	42	1.84	76	.070
5. Math Concepts	271.30	37	284.20	42	1.95	77	.055*
6. Math Total	247.40	36	257.40	42	1.98	76	.051*
II. PAL							
A. English	86.57	40	84.34	79	-.49	117	.624
B. Spanish	52.75	40	44.96	79	-.97	117	.336
III. HRT							
A. 1976 Version							
1. Test 1	6.36	22	5.64	31	-.78	51	.438
	5.86	22	5.94	31	.07	51	.945

Attachment Q-4
(Continued, page 36 of 41)

Variable	Pre-K	Group Means		N	t Value	df	p Level
		N	Non-Pre-K				
3. Auditory RS	11.61	23	11.82	55	-.13	76	.895
4. Auditory Stanine	3.17	23	3.25	55	-.21	76	.831
5. Auditory Scale Sc.	123.20	23	123.50	55	-.05	76	.962
6. Test 3	4.78	23	4.96	53	-.27	74	.785
7. Test 4	6.57	23	8.81	53	-2.06	74	.043**
8. Visual RS	11.35	23	13.62	55	-1.40	76	.166
9. Visual Stanine	3.30	23	3.75	55	-.91	76	.365
10. Visual Scale Sc.	122.10	23	130.90	55	-1.10	76	.275
11. Test 5	4.61	23	4.83	53	-.43	74	.671
12. Test 6	4.09	23	4.04	53	.10	74	.918
13. Language RS	8.70	23	8.87	55	-.22	76	.830
14. Language Stanine	3.17	23	3.22	55	-.11	76	.912
15. Language Scale Sc.	121.10	23	122.50	55	-.20	76	.841
16. Test 7	3.65	23	3.71	52	-.13	73	.895
17. Test 8	6.96	23	6.50	52	.66	73	.513
18. Quantitative RS	10.61	23	10.11	57	.50	78	.618
19. Quantitative Stanine	3.43	23	3.37	57	.18	78	.854
20. Quantitative Scale Sc.	126.00	23	125.00	53	.18	74	.861
21. Pre-Reading RS	31.65	23	35.37	61	-1.12	82	.267
22. Pre-Reading Stanine	2.91	23	3.05	58	-.39	79	.698
23. Pre-Reading Scale Sc.	115.60	23	119.80	54	-.66	75	.508
B. Pre 1976 (1)							
1. Word Meaning	7.00	2	6.07	71	-	-	-
2. Listening	10.00	2	8.63	71	-	-	-
3. Matching	2.00	2	7.00	71	-	-	-
4. Alphabet	5.00	2	8.25	71	-	-	-
5. Numbers	9.50	2	11.56	71	-	-	-
6. Copying	6.50	2	6.84	70	-	-	-
7. Total	40.00	2	47.48	73	-	-	-
IV. Boehm							
1. Space	13.61	70	13.63	179	-.03	247	.979
2. Quantity	8.16	70	8.82	179	-1.43	247	.153
3. Time	1.86	70	1.98	179	-.76	247	.449
4. Miscellaneous	2.23	70	2.19	179	.17	247	.864
5. Total	25.86	70	26.57	179	-.56	247	.574

(1) The number of pre-kindergarten students with score is too small for a valid comparison.

* Significant at $p \leq .05$ level.

** Significant at $p \leq .01$ level.

Attachment Q-4
(Continued, page 37 of 41)

APPENDIX J

COMPARISON OF PRE-KINDERGARTEN STUDENTS
AND NON-MIGRANT STUDENTS.

Table J-1: Demographic Variables

Variable	Pre-K		Non-Migrant Non-Pre-K	
	N	Percent of Cases	N	Percent of Cases
A. School				
Allison	11	10.8	20	11.3
Becker	7	6.9	32	18.1
Brooke	7	6.9	17	9.6
Bryker Woods	1	1.0	-	-
Casis	2	2.0	-	-
Dawson	5	4.9	15	8.5
Govalle	15	14.7	26	14.7
Mathews	11	10.8	-	-
Metz	11	10.8	25	14.1
Oak Springs	1	1.0	-	-
Ortega	2	2.0	14	7.9
Sanchez	4	3.9	8	4.5
Pleasant Hill	1	1.0	-	-
Reilly	1	1.0	-	-
Ridgetop	1	1.0	-	-
St. Elmo	1	1.0	-	-
Sims	5	4.9	-	-
Walnut	1	1.0	-	-
Wooten	-	-	-	-
Zavala	9	8.8	20	11.3
Zilker	1	1.0	-	-
Norman	1	1.0	-	-
Odom	1	1.0	-	-
Linder	1	1.0	-	-
Houston	2	2.0	-	-
B. Grade				
Kindergarten	62	60.0	71	40.1
First	36	35.3	44	24.9
Second	4	3.9	62	35.0
C. Ethnic Code				
(2) Black	6	5.9	-	-
(4) Mex. Am.	86	84.3	177	100.0
(5) Anglo	10	9.8	-	-
D. Sex				
Male	47	46.1	97	54.8
Female	55	53.9	80	45.2

<u>Variable</u>	<u>Pre-K</u>		<u>Non-Migrant Non-Pre-K</u>	
	<u>N</u>	<u>Percent of Cases</u>	<u>N</u>	<u>Percent of Cases</u>
E. Migrant Status				
Five-Year Migrant	4	3.9	-	-
One-Year Migrant	37	36.3	-	-
Non-Migrant	61	59.8	177	100.0
F. Dominant Language				
Spanish	13	12.7	9	5.1
English	15	14.7	49	27.7
Bilingual	23	22.5	16	9.0
Undetermined	51	50.0	103	58.2

616

Table 3-2: Achievement Test Results.

Variable	Pre-K	N	Group Means		t Value	df	p Level
			Non-Migrant	Non-Pre-K			
I. CAT (1)							
A. Grade Equivalents							
1. Reading Vocabulary	2.10	3	1.80	42	-	-	-
2. Reading Comprehension	2.30	3	1.71	42	-	-	-
3. Reading Total	2.20	3	1.75	42	-	-	-
4. Math Computation	2.20	3	1.97	42	-	-	-
5. Math Concepts	2.33	3	1.72	42	-	-	-
6. Math Total	2.30	3	1.86	42	-	-	-
B. Raw Score							
1. Reading Vocabulary	73.67	3	68.36	42	-	-	-
2. Reading Comprehension	11.67	3	8.57	42	-	-	-
3. Reading Total	85.33	3	76.93	42	-	-	-
4. Math Computation	31.67	3	28.12	42	-	-	-
5. Math Concepts	34.33	3	29.12	42	-	-	-
6. Math Total	66.00	3	57.24	42	-	-	-
C. ADSS							
1. Reading Vocabulary	315.00	3	301.00	42	-	-	-
2. Reading Comprehension	327.70	3	298.00	42	-	-	-
3. Reading Total	307.30	3	286.90	42	-	-	-
4. Math Computation	272.30	3	264.70	42	-	-	-
5. Math Concepts	310.00	3	284.20	42	-	-	-
6. Math Total	273.70	3	257.40	42	-	-	-
II. PAL							
A. English	74.77	57	84.34	79	-1.89	134	.060
B. Spanish	69.05	57	44.96	79	3.61	134	.000**
III. HRT							
A. 1976 Version							
1. Test 1	5.74	23	5.65	31	.10	52	.919
2. Test 2	5.86	23	5.94	31	-.07	52	.948

Attachment 3-4
(Continued, page 40 of 41)

Group Means

Non-Migrant

Variable	Pre-K	N	Non-Pre-K	N	t Value	df	p Level
3. Auditory RS	11.61	23	11.55	33	.04	54	.971
4. Auditory Stanine	3.17	23	3.15	33	.05	54	.958
5. Auditory Scale Sc.	123.20	23	123.10	33	.01	54	.994
6. Test 3	4.78	23	4.48	31	.41	52	.685
7. Test 4	6.56	23	7.77	31	-1.06	52	.296
8. Visual RS	11.35	23	12.09	33	-.43	54	.669
9. Visual Stanine	3.30	23	3.30	33	.00	54	.998
10. Visual Scale Sc.	122.10	23	123.90	32	-.20	53	.844
11. Test 5	4.61	23	5.00	31	-.68	52	.502
12. Test 6	4.09	23	4.03	31	.10	52	.919
13. Language RS	8.69	23	9.03	33	-.36	54	.717
14. Language Stanine	3.17	23	3.30	33	-.28	54	.780
15. Language Scale Sc.	121.10	23	124.00	32	-.39	53	.700
16. Test 7	3.65	23	3.73	30	-.17	51	.864
17. Test 8	6.96	23	6.20	30	1.00	51	.323
18. Quantitative RS	10.61	23	9.80	35	.77	56	.444
19. Quantitative Stanine	3.43	23	3.29	35	.37	56	.713
20. Quantitative Scale Sc.	126.00	23	123.10	31	.49	52	.626
21. Pre-Reading RS	31.65	23	34.90	39	-.82	60	.415
22. Pre-Reading Stanine	2.91	23	2.86	36	.13	57	.897
23. Pre-Reading Scale Sc.	115.60	23	116.30	32	-.09	53	.925
B. Pre 1976 Version							
1. Word Meaning	7.00	2	6.15	40	-	-	-
2. Listening	10.00	2	9.07	40	-	-	-
3. Matching	2.00	2	7.60	40	-	-	-
4. Alphabet	5.00	2	8.60	40	-	-	-
5. Numbers	9.50	2	12.30	40	-	-	-
6. Copying	6.50	2	6.93	40	-	-	-
7. Total	40.00	2	64.15	40	-	-	-
IV. Boehm							
1. Space	13.61	70	13.80	106	-.26	174	.792
2. Quantity	8.16	70	8.85	106	-1.35	174	.178
3. Time	1.86	70	2.05	106	-1.07	174	.288
4. Miscellaneous	2.23	70	2.27	106	-.21	174	.837
5. Total	25.86	70	26.97	106	-.78	174	.435

(1) The number of pre-kindergarten students with scores was too small for a valid comparison.

** Significant at $p \leq .01$ level.

Title I Migrant
Appendix R
MIGRANT LONGITUDINAL FILE

Instrument Description: Migrant Longitudinal File

Brief description of the instrument:

A proposal for the creation of a longitudinal file for the Migrant Program beginning with the 1975-76 school year. The file will contain demographic data as well as the results of testing with the following instruments: Boehm, MRT, CAT STEP.

To whom was the instrument administered?

The file will include students who have been served by the Migrant Program since the 1976-77 academic year.

How many times was the instrument administered?

N/A.

When was the instrument administered?

All tests were administered according to the systemwide test procedures in effect at that time.

Where was the instrument administered?

N/A.

Who administered the instrument?

N/A.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

N/A.

Who developed the instrument?

Title I Migrant Data Analyst developed file format.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

MIGRANT LONGITUDINAL FILE

Purpose

The Migrant Longitudinal File does not address any decision questions or evaluation questions in the project evaluation design. This appendix includes a documentation of available data on A. I. S. D.'s migrant students and a suggested format and procedure for creating a longitudinal file of migrant students.

Procedure

Data to be Included. In order to confine the file to a size that will allow economical analysis, the number of data items for each student should be kept to a minimum. It is therefore recommended that test scores gathered specifically for program-related analyses (off-level testing by special administrations) not be included in this file. Over several years, the results of systemwide testing should provide an adequate and more comparable profile of pupil progress. A. I. S. D. has used consistent test instruments for all grades for the last four academic years. It is therefore recommended that the file begin with the spring 1976 systemwide testing data.

A maximum of six scores per student should be allowed for each year of testing, more scores would make the file size less easy to manage. The six scores should include TOTAL scores in their raw score, grade equivalent, and percentile forms.

In addition to test scores, the student's record should include, for each year, his or her school, grade, migrant status, a test form level code and a qualification code pertaining to special considerations about test scores. (It may also be decided simply to leave out qualified test scores.)

To complete each record, the file will include a student identification field number, including the student's name, I. D., sex, and ethnicity. Attachment R-1 is a commented listing of all migrant data and control files stored on permanent files at U. T.

File Format. Each record will consist of the I. D. field followed by a succession of fields for each year. Test score, irrespective of type, will be entered in a three-digit numerical field without decimal places. This can then be read and appropriately scaled in a FORTRAN program, as a function of the test level form code. This format would require at least 25 columns for each year:

	<u>Columns</u>
Test Scores (6)	18
Grade	2
School	3
Test Form Level	1
Migstat	1
	<u>25</u>

The I. D. field would have at least 29 columns:

Name	20
I. D.	7
Sex	1
ETH	1
	<u>1</u>
	29

This would allow one-line records for each student and allow updating for at least two years while retaining this form.

File Creation: To create this file, the programmer will have to perform a succession of sorts and merges. Because of A. I. S. D.'s tape-oriented computer system, this would be very time-consuming if done there. Therefore, it is recommended that most of the work done in creating this file be done using the CDC-6000 Series computers at the University of Texas.

The first step will be the creation of a computer list of students, with confirmed identification numbers, who have received migrant services in any of the years in question. The files used to generate each year's report will be the source of this list. This list, along with the student's names, will be punched onto cards.

These cards will be input into a program that will read A. I. S. D. Test Score Files and create tapes with just the desired scores for only those students listed. At the same time, it will print a listing that will include names from both the test file and input list for each record matched. Records for whom the names differ will be corrected.

These tapes, now including test scores for all students on the list, will then be transferred to the University computer and copied to permanent files. These will be merged to form a longitudinal file; lastly, the file structure will be documented and programs written to access the file.

A2AD764 (USER NAME UNKNOWN) HAS THE FOLLOWING TAPES:

USER-OWNED TAPE AT C.C. ID A738 RESERVED 1 SEP 78
 RENTED TAPE AT C.C. ID C924 RESERVED 1 SEP 78
 USER-OWNED TAPE AT C.C. ID 1110 RESERVED 1 SEP 78
 RENTED TAPE AT C.C. ID 1931 RESERVED 30 JAN 79
 USER-OWNED TAPE AT C.C. ID 2306 RESERVED 1 SEP 78
 RENTED TAPE AT C.C. ID 6634 RESERVED 26 JAN 79
 RENTED TAPE AT C.C. ID 7156 RESERVED 26 JAN 79

1 PERMANENT FILE A738 LISTED 08.28.10. 28 JUN 79
 LOADED 08.26.08. 28 JUN 79
 (UNMODIFIED) DUMPED 01.27.29. 05 JUL 79

SECTORS ALLOCATED = 1000 SECTORS USED = 940
 NUMBER OF FILES = 20 SECTORS LEFT = 60

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
AERA10	1	36	19.37.13.	04 MAY 78	AERA DATA--ALL SCHO
OLS. ALL VARIABLES--INCLUDES NEW CONTACT VARS					
COMA738	7	2	15.52.39.	28 JUN 78	
COMPARE	1	18	12.10.29.	27 MAY 78	FILE OF LOW ATTENDE
RS 76-77.77-78 AND BENEFITS RECEIVED					
COMPCON	2	3	10.58.32.	28 MAY 78	SPSS CONTROL CARDS
FOR COMPARE					
HIGH78	1	33	16.29.42.	26 MAY 78	
IPLCON	1	1	15.01.27.	06 MAY 78	SPSS CONTROL CARDS
FOR FILE IPLFILE					
IPLFILE	1	379	14.45.34.	06 MAY 78	FILE OF IPL VARIABLE
ES FOR ALL SECONDARY OBSERVATIONS- 5 PER MINUTE					
LOW77	1	18	09.26.19.	26 MAY 78	LOW ATTENDERS FOR T
HE YEAR 1976-77					
LOW77S	1	18	09.45.10.	26 MAY 78	LOW ATTENDERS FOR T
HE YEAR 1976-77 SORTED BY ID NUMBER					
LOW78	1	26	09.55.59.	26 MAY 78	LOW ATTENDERS FOR T
HE YEAR 1977-78					
LOW78S	1	26	10.00.40.	26 MAY 78	LOW ATTENDERS FOR T
HE YEAR 1977-78 SORTED BY ID NUMBER					
MATCON	1	1	10.01.50.	26 MAY 78	SPSS CONTROL CARDS
FOR FILE NEWMAT					
MIGRANT	5	73	19.59.13.	02 MAR 77	MIGRANT STUDENTS --
1976-77					
NEWMAT	3	103	20.00.21.	18 APR 77	ATTENDANCE -- MIGRA
NT STUDENTS -- 1975-76					
NEWMAT	1	55	14.57.32.	01 JUL 77	ATTENDANCE -- MIGRA
NT STUDENTS -- 1976-77					
PKO	1	36	21.16.20.	02 MAY 77	PRE-KINDERGARTEN OB
SERVATIONS -- 1976-77					
PREK	1	72	14.58.27.	05 JUL 77	FILE FOR PRE-K LONG
ITUDINAL STUDY -- 1977					
SED	2	27	08.20.22.	03 MAY 77	SECONDARY OBSERVATI
CNS -- 1976-77					
SORT	3	2	09.09.03.	19 OCT 77	A PROGRAM THAT IS S
UPPOSED TO SORT OF 7-DIGIT NUMBERS					
SUMSCH	1	3	11.53.41.	17 OCT 77	PREKINDERGARTEN DAT
A FOR SUMMER SCHOOL -- 1976-77					

• = MODIFIED FILE

PERMANENT FILE 1110 LISTED 20.22.05. 27 JUN 79
 LOADED 11.46.06. 05 SEP 78
 (MODIFIED) DUMPED 04.59.58. 06 SEP 78

SECTORS ALLOCATED = 1000 SECTORS USED = 318
 NUMBER OF FILES = 16 SECTORS LEFT = 682

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
ATNCON	4	2	16.52.26.	25 MAY 78	SPSS CONTROL FOR ANALYZING NEWATND AND ATND77
ATND77	5	59	16.45.28.	25 MAY 78	ATTENDANCE FOR MIGRANT STUDENTS 1977-78
COM1110 *	9	2	20.19.58.	27 JUN 79	THIS COMMENT FILE
MAST	2	15	15.19.20.	27 JAN 78	BECP MASTERY TESTS 1977-78
MAST2	1	16	09.55.17.	05 MAY 78	MASTERY TEST 2 RESULTS--1977-78
NEWATND	2	59	20.17.50.	21 MAY 78	1977-78 ATTENDANCE DATA
PREPOCO	1	4	20.17.54.	18 MAY 78	SPSS CONTROL CARDS FOR PREPOST
PREPORE	1	3	14.52.48.	05 SEP 78	REGRESSION OF OBSERVED CLASS MEANS:1977-78 TORE W/CLASSROOM OBSERVATIONS AS PREDICTOR.
PREPOST	5	32	09.22.45.	30 MAY 78	PRE AND POST TORE RESULTS--RECODED--SCORED--ALL STUDENTS
SED1	1	58	10.22.37.	13 MAY 77	BECP MASTERY TESTS 1976-77
SED1CON	3	1	12.59.36.	28 MAY 78	SPSS CONTROL CARDS FOR FILE <MAST
TORE	4	13	09.01.51.	29 NOV 77	TORE RESPONSES FOR ALL 4-YEAR-OLDS -- CORRECTED
TORECON	2	3	11.32.36.	19 MAY 78	SPSS CONTROL CARDS FOR FILES TORE5 AND TORE6
TOREPO	3	12	16.44.05.	08 MAY 78	PRELIMINARY UNRECODED FILE OF TORE POSTTEST SCORES
TORE5	4	16	11.08.26.	19 MAY 78	RECODED TORE RESPONSES - SCORED- ALL STUDENTS
TORE6	5	15	09.22.43.	30 MAY 78	PRELIMINARY RECODED FILE OF POSTTEST SCORES

* = MODIFIED FILE

R-6

78.51

Attachment R-1
 (Continued, page 2 of 7)

PERMANENT FILE 1971 LISTED 20.22.31. 27 JUN 79
 LOADED 11.48.55. 01 FEB 79
 (MODIFIED) DUMPED 02.54.33. 21 JUN 79

SECTORS ALLOCATED = 1024 SECTORS USED = 759
 NUMBER OF FILES = 20 SECTORS LEFT = 241

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
AKT	1	43	07.36.26.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
AKTR	2	20	07.36.25.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
AKU	1	50	07.36.28.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
AKUR	1	19	07.36.29.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
ALL450R	2	7	16.13.39.	17 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
ALL4TI	2	19	15.33.10.	17 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
COM1931 *	4	4	20.17.22.	27 JUN 79	THIS COMMENT FILE
CONTR	20	11	13.19.32.	13 JUN 77	ORIGINAL SPSS CONTROL FILE FOR PRE-K LONGITUDINAL FILE (NEWFIL) THIS INCLUDES ALL ORIGINAL ANALYSES OF REPORT PUBLISHED AS AN ATTACHMENT TO APPENDIX D, PUBLICATION NO. 78.51
GOODSOR	1	16	13.55.02.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
ITPCON	1	1	10.05.06.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
ITPD2	1	2	10.04.24.	15 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
KINSHO	4	5	14.48.36.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
KINSPS	4	4	14.31.57.	18 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONGKIN	1	25	13.20.45.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONGKN	3	1	10.16.38.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONGKT	2	2	10.16.39.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONGSEC	1	28	16.26.00.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONG2N	1	1	15.41.55.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
LONG2T	2	1	15.52.34.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
NEWFIL	7	339	12.53.57.	18 JUN 79	PRE-K LONGITUDINAL FILE, ORIGINALLY CREATED IN JUNE 1977 BY STEVE HOLLEY. JUNE 1979, CAT DATA FROM SPRING, 1979 SYSTEM- WIDE TESTING WAS ADDED FOR STUDENTS IN PRE-K DURING 74 AND 75
NTISEC	1	12	16.24.27.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
PKSPS *	3	4	16.11.35.	21 JUN 79	SPSS CONTROL FILE FOR NEWFIL
PKSPSS	8	1	11.35.07.	13 JUN 79	SPSS CONTROL FILE FOR NEWFIL
PUNI	1	44	11.37.21.	13 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
SORSEC	2	17	17.58.57.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
SORTKIN	1	17	10.40.23.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
TEVASPS *	4	17	12.20.23.	25 JUN 79	SPSS CONTROL FILE FOR TEVAP, TEACHER EVALUATION FILE
TIKIN	1	25	13.01.17.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING
TISFC	1	16	16.19.39.	16 JUN 79	1978-79 TITLE 1 FILES--CHECK WITH DAVID DOSS BEFORE DISPOSING

* = MODIFIED FILE

PERMANENT FILE 2306 LISTED 20.22.50. 27 JUN 79
LOADED 19.15.28. 27 JUN 79
(MODIFIED) DUMPED 01.58.27. 15 JUN 79

SECTORS ALLOCATED = 2000 SECTORS USED = 1609
NUMBER OF FILES = 45 SECTORS LEFT = 391

78.51

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
AERA	11	12	15.14.50.	20 MAR 79	CONTROL FILE FOR PILOT WRITTEN COMPOSITION FOR AERA 1979
AERA2	1	4	15.23.41.	20 MAR 79	SPSS FILE TO FACTOR PILOT WRITING ASSESSMENT SCALE
AKOQUES	2	5	16.13.08.	16 MAR 79	DATA FROM NON-MIGRANT TEACHER QUESTIONNAIRE, ADMINISTERED 2/79
AKOSPSS	6	5	10.04.11.	21 MAR 79	CONTROL FILE FOR AKOQUES(NON-MIGRANT TEACH QUESTION. 2/79)
ALBSPSS	9	8	09.18.31.	23 MAY 79	SPSS CONTROL FILE FOR MIGRANT TEACHER QUESTIONNAIRE(ALBQUES)
APRHEAL	2	15	15.28.43.	05 MAY 78	HEALTH FORMS FOR APRIL
BIGHAS	25	186	20.13.30.	19 OCT 78	77-78 MIGRANT MASTER
CLOTH	1	1	12.11.01.	14 DEC 78	MACRO FORPROGRAM THAT WRITES CLOTHING PURCHASE REPORTS
COM2306	6	5	20.16.41.	27 JUN 79	THIS COMMENT FILE
CONTROL	12	1	10.15.53.	16 MAY 78	SPSS CONTROL CAPDS FOR BIGHAS
DOIT	9	1	14.43.26.	20 MAR 79	STACK OF CONTROL COMMANDS FOR EDITING FILES,RUNNING SPSS,AND EDITING OUTPUT
HEADER	3	5	11.32.43.	01 MAR 79	TEXT OF HEADER USED WITH LISTINGS OF STUDENTS SENT TO SCHOOLS
HEALTH	6	123	13.43.15.	08 MAY 78	MIGRANT STUDENTS HEALTH FORMS -- AUGUST THROUGH APRIL
HLTHCON	3	3	19.53.31.	22 MAY 78	SPSS CONTROL CARDS FOR FILE <HEALTH
KGRADE	1	9	14.41.07.	21 MAR 79	K GRADE STUDENTS FROM MATT1THROUGH 4TH 6 WEEKS
R-8 MATSORT	2	3	15.35.09.	28 FEB 79	SPSS SORT PROGRAM FOR MATT FILES
MATT	4	365	13.23.29.	08 JUN 79	MATT79 ON TOP OF MATT79A
MCLTH1	1	6	19.46.18.	11 FEB 79	FEBRUARY CLOTHING REQUESTS/PURCHASES
MCLTH2	1	16	11.17.47.	16 MAR 79	MARCH, 1979 CLOTHING REQUESTS/PURCHASES
MIGRAK	1	172	12.57.36.	30 MAR 79	BACKUP FILE FOR MIG79ST
MIGSRT	6	1	20.21.52.	01 MAY 78	A SORTING PROGRAM USING THE SYSTEM SORT OPTION
MIGSRT2	6	1	11.47.01.	14 NOV 78	SORT PROGRAM USING ISORT FOR THE MIG FILES
MIG79	28	186	14.10.51.	24 MAY 79	MIGRANT MASTER FILE UPDATED 1/8/79 - SORTED BY ID
MIG79R	2	13	14.53.50.	02 DEC 78	ADDITIONS TO MIGRANT STUDENT MASTER FILE FOR DECEMBER,1978
MIG79F	1	20	12.09.09.	16 MAR 79	ADDITIONS TO MIGRANT STUDENT MASTER FILE FOR MARCH, 1979
MIG79ST	1	186	14.22.16.	24 MAY 79	MIGRANT STUDENT MASTER FILE WITH SERVICE(SERVED BY MIG TEACHER?)ALPHA
MOVFD	2	1	14.45.33.	08 JAN 79	STUDENTS NO LONGER IN DISTRICT FROM MIG79
NEWHEAL	4	43	13.13.07.	19 APR 78	HEALTH FORM FOR AUGUST, JAN, FEB, AND MARCH
NOID	2	56	23.01.24.	30 APR 79	STUDENTS FROM MATT1THROUGH 4TH 6 WEEKS) WITHOUT IDS
RELPR1	7	12	11.14.28.	14 DEC 78	REL FORM OF CLTHRPT PROGRAM
SECSTU	1	26	20.21.29.	01 MAY 78	AFILE OF STUDENTS 4TH GRADE AND ABOVE SERVED BY A MIG TEACH
SORTMIG	3	2	17.02.46.	06 JAN 79	SORT PROGRAM SET UP FOR MIG79 FORMAT
SPSS	1	2	14.19.42.	11 JUN 79	SPSS PROG TO RUN CROSSTABS: GRADE LEVEL BY PARENT PARTICIPATION ON THE MATT FILES.
SPSSRT	1	2	14.23.24.	08 JAN 79	SPSS PROGRAM TO SORT MIG79 BY NAME
SUBSPSS	1	2	15.27.39.	13 MAR 79	MACRO COMMAND TO SUBMIT AN SPSS JOB
SUBSPS2	1	3	10.29.56.	21 MAY 79	MACRO COMMAND TO RUN SPSS AND SAVE OUTPUT ON 2306
TEXT	1	4	12.24.47.	31 OCT 78	NARRATIVE HEADING FOR MIGRANT ROSTER USED TO ACCESS ID NUMBERS
TORC1	3	3	11.50.22.	04 AUG 78	SPSS PROG TO WRITE CASES FROM SUMMER TOBF FILE IN ORDER TO CHECK FOR SCORING ERRORS. THIS PROGRAM SHOULD BE RUN FIRST, BEFORE RUNNING ANY OTHER ANALYSES ON THE SUMMER TOBF-LANGUAGE TEST.
TORC2	1	2	14.03.03.	15 AUG 78	SPSS PROG TO RUN T-TESTS:PRE TO POST AND BY SCHOOL.
TORES78	5	7	13.44.20.	15 AUG 78	DATA FILE FOR SUMMER 78 PRE-K TOBF TESTING
TOBSPSS	6	2	07.23.32.	04 AUG 78	SPSS CONTROL FILE FOR TORES78
TTING	1	39	11.16.56.	15 JUN 78	DATA FILE FOR PILOT WRITTEN COMPOSITION FOR AFRA 1979

Attachment R-1
(Continued, page 4 of 7)

054

030

PERMANENT FILE 6634 LISTED 20.23.16. 27 JUN 79
 LOADED 16.23.52. 12 OCT 78
 (MODIFIED) DUMPED 02.55.09. 24 JUN 79

SECTORS ALLOCATED = 2000 SECTORS USED = 1646
 NUMBER OF FILES = 65 SECTORS LEFT = 354

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
AIDFIL	1	5	17.28.55.	21 JUN 79	
AIDSPS	2	2	13.29.22.	22 JUN 79	
ALDPS	2	4	11.21.02.	19 JUN 79	
ALDPS2	1	2	11.58.38.	19 JUN 79	
ALFASRT	6	4	13.04.45.	23 MAY 79	SOURCE FOR PROGRAM TO SORT FILES ALPHA - REL: SORT, LSORT, MSORT
ALLAB	3	1	12.15.52.	11 JUN 79	LABEL FILE FOR TEA REPORT FOR ALL STUDENTS
RIGHIG	2	154	13.41.28.	11 JUN 79	
BIMRG	2	3	12.09.04.	18 JUN 79	
CLEAN	1	4	21.30.31.	17 MAY 79	REL FORM OF DECOMMA
CLTHDEF	1	1	12.11.03.	14 DEC 78	MACRO DEFINITION FOR CLOTH
CLTHRPT	1	7	13.13.35.	14 DEC 78	SOURCE FOR CLOTHING REPORT PROGRAM
COMA634 *	6	4	20.21.22.	27 JUN 79	THIS COMMENT FILE
CONSHAT *	1	78	20.16.22.	27 JUN 79	
DECOMMA	2	2	21.30.28.	17 MAY 79	PROGRAM REMOVES COMMAS FROM NAME FIELDS
DEDUPE	2	3	11.34.18.	20 MAY 79	PROGRAM TO INSPECT FILES FOR DUPLICATE NAMES
DEGNAT	1	115	13.58.48.	22 JUN 79	
DOUBLE	1	1	15.27.18.	02 DEC 78	PROGRAM TO LOOK FOR REDUNDANT IDS
EMRSPS	1	1	17.51.08.	21 JUN 79	
FAST	1	1	06.59.16.	21 MAY 79	PROGRAM DELETES IDENTICAL 40 CHARACTER RECORDS
FORT1	1	7	13.55.07.	17 OCT 78	PROGRAM TO WRITE ROSTER
GRXFIL	1	2	23.09.16.	17 OCT 78	PROGRAM PRINTS LIST OF STUDENTS TO HELP CONFIRM PROMOTIONS
INSPECT	1	6	11.40.32.	20 MAY 79	REL FORM OF DEDUPE. ARGUMENTS: TTY,TTY,INFILE,OUTFILE,OFFILE
KINCAT	1	32	12.27.35.	18 JUN 79	
KINSPS	5	4	14.16.52.	18 JUN 79	
KLUGE	1	2	22.19.59.	08 JAN 79	PROGRAM THAT MERGES MAT79 WITH MIG79 TO ADD SERVICE STATUS
LABFILE	1	1	14.58.19.	02 JUN 79	LABELS INPUT TO TEA REPORT PROGRAMS
LSORT	3	7	10.53.09.	23 MAY 79	REL FORM OF ALFASORT - 40 COLUMNS, 2000 CASES LIMITS
MERGE	1	2	16.58.45.	21 JUN 79	
MISSSES	1	1	19.30.26.	14 JUN 79	
MIG	1	2	14.24.11.	05 JAN 79	SOURCE PRGM REMOVES MATCHES ON MIG79 FROM IATEMAS
MSORT	1	7	14.13.06.	24 MAY 79	ALFASRT REL SET UP FOR MIG FILES
NAMES	1	4	13.15.45.	15 NOV 78	SHORT PROGRAM TO CHECK THAT CONSEQ CARDS HAVE SAME NAME
NMEMR	1	233	13.00.42.	22 JUN 79	
NONUM	1	3	16.04.23.	18 OCT 78	PROGRAM PRINTS INFO ON NO ID STUDENTS ON BIGHAS MAT79 MIG79
ONEL NE	1	1	16.40.55.	06 JAN 79	REFORMATS MIG CARDS TO MIG79 FORMAT
PARALL	3	1	12.15.53.	11 JUN 79	PARAMETER FILE FOR TEALL
PARAM	1	1	14.58.18.	02 JUN 79	PARAMETER INPUTS TO TEA REPORT PROGRAMS
PARAM2	1	1	11.36.40.	04 JUN 79	PARAMETER INPUT TO TEA REPORT PROGRAM C.2
PAUNCH	1	1	23.12.10.	17 OCT 78	PGM READS ROSTER AND PRODUCES PINCH
QSPS	1	1	14.46.19.	31 MAY 79	
REDOUNL	1	2	14.55.59.	08 JAN 79	REL FORM OF DOUBLES PGM
REDOUND	4	2	11.32.15.	13 MAR 79	PROGRAM TO REMOVE RECORDS WITH DUP ID FROM MAT7 FILES
REFORM	1	1	20.44.56.	09 JAN 79	REFORMATS BIGHAS RECORDS TO MIG79 FORMAT
RELHOND	2	3	11.32.20.	13 MAR 79	REL FORM OF REDOUND
RELILIN	1	2	16.40.54.	06 JAN 79	REL FORM OF ONEL INE
RENAMES	1	2	13.35.52.	24 MAY 79	REL FORM OF NAMES PROGRAM
SHORT	1	1	16.58.58.	21 JUN 79	
SNEMR	1	442	16.59.56.	21 JUN 79	
SORT	2	7	13.04.32.	23 MAY 79	ALFASRT RELOCATABLE - 80 COLUMNS, 1000 RECORDS
SORTMIG	2	2	14.16.40.	24 MAY 79	SORT PROGRAM SET UP FOR MIG79 FORMAT

R-9

Attachment R-1
 (Continued, page 5 of 7)

631

78.51

SRTCAT

2

44

09.17.50. 04 JUN 79

MIGCAT SORTED BY GRADE - INPUT TO REPORT PROGRAMS

STRIP	1	2	06.59.17. 21 MAY 79
STRIP2	1	2	12.03.30. 23 MAY 79
TAPSUR	5	1	15.17.07. 21 JUN 79
TEACHK	5	3	15.11.09. 11 JUN 79
TEALL	10	14	12.35.10. 11 JUN 79
TEARPT1	5	13	11.36.56. 04 JUN 79
TEARPT2	2	14	11.36.58. 04 JUN 79
TEASPS	4	7	14.36.15. 25 MAY 79
TELLME	1	2	15.53.43. 21 JUN 79
TEVAMAT	1	70	21.53.18. 14 JUN 79
TRACK9	2	1	12.48.24. 11 JUN 79
VLSORT	1	2	16.57.09. 21 JUN 79

REL FORM OF FAST - REMOVES IDENTICAL LINES

SOURCE FOR PROGRAM WHICH REMOVES CASES WITH SAME NAME, SCH, GR

PROGRAM TO WRITE TEA REPORT FOR ALL STUDENTS

TEA REPORT PROGRAM C.1

TEA REPORT PROGRAM C.2

* = MODIFIED FILE

R-10

Attachment K-1
(Continued, page 6 of 7)

632

633

PERMANENT FILE 7156 LISTED 20.23.41. 27 JUN 79
LOADED 19.12.20. 27 JUN 79
(MODIFIED) DUMPED 03.11.21. 26 JUN 79

SECTORS ALLOCATED = 2000 SECTORS USED = 1105
NUMBER OF FILES = 42 SECTORS LEFT = 895

FILE NAME	VERSION	SECTORS	TIME	DATE	COMMENTS
AGGSPSS	5	3	12.07.49.	08 JUN 79	SPSS PROGRAM TO AGGREGATE MATT FILES AND CREATE BINARY FILE
AIORCEP	3	35	14.38.14.	04 JUN 79	1978-79 PRE-K RECP MASTERY TESTS
AJVSPSS	10	6	23.57.00.	20 JUN 79	SPSS CONTROL FILE FOR MIGCAT, 1978-79 MIGRANT CAT FILE
ALBOUES	5	3	23.40.44.	22 MAY 79	DATA FOR MIGRANT TEACHER QUESTIONNAIRE, ADMINISTERED 5/79
ALDCLO	4	54	12.02.45.	23 MAY 79	UNDUPLICATED CLOTHES + ALDHLTH FOR 1978-79 TEA REPORT
ALDHLTH	2	209	11.15.46.	19 JUN 79	DATA FOR 1978-79 MIGRANT HEALTH SERVICES FORM
ALDHR	8	42	08.41.24.	31 MAY 79	NON-REDUNDANT LIST OF ALDHLTH
ALDSPSS	3	8	11.03.16.	30 MAY 79	SPSS CONTROL FILE FOR ALDHLTH
ALLTEAC	1	7	12.32.17.	15 MAY 79	LIST OF 1978-79 COMPE D TEACHERS (USED TO ADD PROGRAM DESIGNATION TO TEVAP(TEACHER EVALUATION FORM) FOR APPENDIX H, PUB. NO. 78.51
ATTCON1	7	7	10.31.32.	06 JUN 79	SPSS CONTROL FILE FOR MATT: AVDAYS
ATTCON2	5	5	10.32.46.	06 JUN 79	SPSS CONTROL FILE FOR MATT: PRESENT
ATTCON3	3	5	10.33.49.	06 JUN 79	SPSS CONTROL FILE FOR MATT: TYPE OF INSTRUCTION
ATTEND	10	9	20.57.08.	11 JUN 79	SPSS CONTROL TO BREAKDOWN ANALYZE BINARY FILE MATAGG FOR ADA
RECP1	3	2	14.50.00.	04 JUN 79	ADDITIONS TO AIORCEP
RECP101	1	2	12.32.10.	15 MAY 79	ADDITIONS TO AIORCEP
RECP2	2	2	08.27.15.	05 JUN 79	ADDITIONS TO AIORCEP
CLOTHES	9	44	08.23.40.	24 MAY 79	MIGRANT COTHING REQUESTS AND PURCHASES YEAR TO DATE
CLTHCON2	10	9	09.51.06.	21 MAY 79	SPSS CONTROL FOR SUMMING TOTAL SPENT ON CLOTHES
CLTHCON	12	9	16.32.22.	18 MAY 79	SPSS CONTROL FOR DEC-10 MULT RESP ANALYSIS OF CLOTHES
COM7156	3	5	20.11.07.	27 JUN 79	THIS COMMENT FILE
DATA	1	9	08.56.18.	10 MAY 79	DATA FOR DICK EGLSAER, SYSTEMWIDE TESTING APPENDICES, 1978-79
LATERIG	3	7	20.03.50.	09 JAN 79	MIGRANT FILE AF71 MIGRANT STUDENT MASTER FILE 1977-78
MATLIST	8	2	15.29.52.	30 MAR 79	SPSS CONTROL TO SORT MATT79 BY SCHOOL, GRADE, AND WRITE CASES
MATSORT	10	3	14.29.32.	11 JUN 79	SPSS CONTROL TO SORT MATT AND COPY EXACTLY FILE
MATSPS	5	3	10.22.21.	06 JUN 79	SPSS CONTROL TO RUN CROSSTARS ON MATT79 FOR UNDR COUNT
MATT79E	2	68	13.25.17.	08 JUN 79	MIGRANT STUDENT ATTENDANCE FORM DATA FOR 6TH 6-WKS, 1978-79
MAY20	5	79	15.20.21.	25 MAY 79	NONREDUNDANT LIST OF ALL MATT FILES THROUGH 6TH 6 WKS, 1978-79
MIGCAT	6	44	09.19.18.	04 JUN 79	CAT DATA FILE FOR 1978-79 MIGRANT STUDENTS
MIGNEED	17	9	13.26.58.	31 MAY 79	SPSS CONTROL FOR MIG79: CROSSTAR BY SCHOOL, GRADE, MIGSTAT
MIGWRIT	8	2	10.53.43.	03 JAN 79	SPSS CONTROL TO WRITE CASES FROM MIG79 ON SPSS V.7
MIG79A	1	39	13.21.43.	10 NOV 78	ADDITIONS TO MIG MASTER FILE
MIG79B	1	17	10.21.41.	28 NOV 78	ADDITIONS TO MIG MASTER
MIG79C	1	15	08.49.11.	12 DEC 78	ADDITIONS TO MIG MASTER
MIG79D	1	8	14.34.28.	05 JAN 79	ADDITIONS TO MIG MASTER
MIG79S	5	3	15.46.50.	04 JAN 79	SPSS CONTROL TO WRITE CASES FROM MIG79 TO MIG79ST W/SERV STAT
MIG79ST	16	186	22.02.29.	29 MAY 79	MIGRANT STUD MASTER FILE W/SERVICE (SERVED BY MIG TEACH) ALPHA
SPSPLAN	1	2	16.26.33.	30 MAR 79	SPSS CONTROL TO WRITE PLAN FROM MIG TO PROJECT 79-AD ATTENDANCE
SPSSRT	1	2	00.10.21.	03 APR 79	SPSS PROGRAM TO SORT MIG79ST BY SCHOOL, GRADE, NAME
TEATA	4	97	15.20.26.	25 MAY 79	NONREDUNDANT LIST OF MIGRANT STUDENTS SERVED DURING 1978-79 FROM MAY20 + ALDCLO
TEASPS	2	8	13.28.00.	31 MAY 79	SPSS CONTROL FILE FOR TEATA(USED FOR 1978-79 TEA REPORT)
WRITE	1	16	09.38.18.	07 DEC 78	LIST OF MIG K AND 1ST GRADE AS OF 12/78

* = MODIFIED FILE

Title I Migrant

Appendix S

INTERVIEW WITH THE ASSISTANT DIRECTOR OF SPECIAL AREA PERSONNEL

Instrument Description: Interview with the Assistant Director of Special Area Personnel

Brief description of the instrument:

Interview with one question - What contract procedures are currently used with externally funded personnel?

To whom was the instrument administered?

Assistant Director of Special Area Personnel.

How many times was the instrument administered?

Once.

When was the instrument administered?

March 2, 1979.

Where was the instrument administered?

Office of the Assistant Director of Special Area Personnel.

Who administered the instrument?

Senior Evaluator for Compensatory Education Programs.

What training did the administrators have?

Experience with many similar interviews.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Evaluators for Title I, Title I Migrant, SCE, and Title VII Bilingual.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

INTERVIEW WITH THE ASSISTANT DIRECTOR OF SPECIAL AREA PERSONNEL

Purpose

The interview was conducted to gather information related to the following decision and evaluation questions from the evaluation designs for Title I, Title I Migrant, State Compensatory Education (SCE), and Title VII Bilingual.

Decision Question: Should the current contract procedure used with externally funded personnel be modified? (Title I, D3; Title I Migrant, D1; SCE, D4; Title VII, D3).

Evaluation Question: What contract procedures are currently used with externally funded personnel? (Title I, D3-1; Title I Migrant, D1-1; SCE, D4-1; Title VII, D3-1)

Procedure

On March 2, 1979, the Senior Evaluator for Compensatory Education Programs interviewed the Assistant Director of Special Area Personnel. The Director of the Department of Staff Personnel also participated in the discussion.

The evaluation question stated above was posed and the two administrators described the contract for externally funded teachers and compared it to that for local Minimum Foundation Program (MFP) classroom teachers.

Results

The comments provided have been summarized below.

1. The contract made with externally funded teachers is called a grant contract.
2. For local MFP teachers, a probationary contract is made for the first three years in AISD. Then, the teacher may be recommended by the principal for a three-year term contract or continuance on a probationary contract.
3. There are no differences between grant and local contracts in the areas of...
 - a. pay scales,
 - b. credit for previous experiences,
 - c. sick and personal leave days allowed or accumulated,
 - d. state and local credit for teaching experience,

- e. Teacher Retirement and Social Security benefits, and
 - f. frequency of personnel evaluation (yearly) for the first three years of employment in AISD
4. There are differences between grant and local contracts in the areas of...
- a. eligibility for a leave of absence (allowed only for a term contract teacher),
 - b. duration of the contract after three years (Term contracts are for three years; grant contracts are for one year.), and
 - c. frequency of personnel evaluations after three years (Term contract teachers are evaluated every three years; grant contract teachers are evaluated every year.).
5. Late funding of externally funded programs causes staffing problems since AISD has a policy against reassigning teachers after September 1.
6. Approximately two thirds of the teachers hired for open grant contract positions in 1978-1979 were on local contracts at the time. This is a large increase from several years back.
7. Programs with a record of stability, such as, Title I and Title I Migrant, have less trouble attracting teachers than do unstable programs, such as, ESAA and SCE, which have a history of late funding and changes in funding levels.
8. Some modifications in the contract procedures for externally funded personnel are being considered. The effect would be to allow a three-year grant contract similar to the term contract but still contingent upon external funding, and to allow persons on a three-year grant contract to take a leave of absence and to return to their positions contingent upon that position's still being available from the external funding source.

Title I Migrant

Appendix T

PERSONNEL FILE

Instrument Description: District Personnel File (Personnel File)

Brief description of the instrument:

The Employee Master Record File stored in the AISD computer system has a complete demographic record for each teacher. The Teacher Evaluation File with records of demographic data and personnel evaluations was also accessed.

To whom was the instrument administered?

All teachers and aides in AISD.

How many times was the instrument administered?

Continuous.

When was the instrument administered?

Continuous.

Where was the instrument administered?

Central administration building.

Who administered the instrument?

Personnel office.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

The degree to which data are current is unknown.

Who developed the instrument?

N/A.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

PERSONNEL FILE

Purpose

The District's personnel files were accessed to gather information related to the following decision and evaluation questions from the evaluation designs for Title I, Title I Migrant, State Compensatory Education (SCE), and Title VII Bilingual.

Decision Question: Should the current contract procedure used with externally funded personnel be modified? (Title I, D4; Title I Migrant, D1; SCE, D4; Title VII, D3).

Evaluation Question: Do externally funded teachers in Title I, Title I Migrant, and SCE schools differ from locally funded teachers on such demographic variables as years of teaching experience, degrees, ethnicity, etc.?

Decision Question D5 (Title I): Should the Title I reading models be continued, combined, or replaced?

Evaluation Question D5-5 (Title I): What are the characteristics of Title I teachers and aides in terms of such things as experience, ethnicity, and educational level?

Procedure

The social security numbers for all Title I reading teachers, Title I Migrant teachers, and SCE reading teachers were obtained from the Teacher Evaluation File (Appendix L, 1978-79 Systemwide Evaluation Final Technical Report, publication number 78.45). These numbers were then used to extract the required background data from this file and from the Employee Master Record File. SPSS Package programs CROSSTABS and FREQUENCIES were used to generate the descriptive statistics reported here. Since only one Title VII teacher was hired in 78-79, no data for this program are reported.

The local contract teachers used for comparison are divided into two sets - those with probationary contracts and those with three-year term contracts. Teachers nearing retirement are not included; thus, the local contract teachers with the most experience may be underrepresented.

Results

Highest Degree Held. Figure T-1 summarizes the degrees held by grant and local contract teachers. SCE and Migrant teachers appear to hold fewer postgraduate degrees than do local contract teachers. Title I teachers' degrees appear to be very comparable to local contract teachers.

Teacher Group	Highest Degree Held		
	B.A.	M.A.	Ph.D.
Title I N=79*	56%	44%	0%
Migrant N=20*	75%	25%	**
SCE N=8*	75%	25%	0%
Probationary and Term N=3,566	59%	40%	1%

*N's are greater than reported in other analyses as a consequence of the EMR File's having some former teachers' records still current.

**One Migrant teacher obtained her Ph.D. after this file was created.

Figure T-1. HIGHEST DEGREE HELD BY LOCAL AND GRANT CONTRACT TEACHERS.

Ethnicity. Figure T-2 summarizes the percentage of teachers in each ethnic group. All SCE teachers are Anglo. Reflecting the larger percentage of Mexican American students in the Migrant Program, Migrant teachers are mostly Mexican American. Again, Title I approximates the local contract teachers' ethnic distributions, with about 15% more Title I teachers who are minority group members.

Teacher Group	Ethnicity			
	Black	Mexican American	Anglo	Other
Title I N=75	24.0%	16.0%	60.0%	0.0%
Migrant N=17	0.0%	64.7%	35.3%	0.0%
SCE N=6	0.0%	0.0%	100.0%	0.0%
Probationary N=859	8.5%	18.7%	72.3%	0.5%
Term N=428	19.4%	4.7%	75.5%	0.5%

Figure T-2. PERCENTAGE OF TEACHERS FROM EACH ETHNIC GROUP.

Teaching Experience. Figure T-3 summarizes teachers' total years of teaching experience. Migrant and Title I teachers are more experienced than probationary teachers as a group. Three of the six SCE teachers are inexperienced (0-1 years) and three are experienced (3-15 years).

Teacher Group	Total Years Teaching Experience					
	0	1	2	3-5	6-15	>15
Title I N=75	8.0%	13.3%	6.7%	26.7%	29.3%	16.0%
Migrant N=17	0.0%	17.6%	17.6%	29.4%	29.4%	5.9%
SCE N=6	16.7%	33.3%	0.0%	16.7%	33.3%	0.0%
Probationary N=859	21.9%	19.8%	19.8%	20.3%	16.3%	2.0%
Term N=441	0.0%	0.0%	0.0%	23.8%	47.6%	28.6%

Figure T-3. PERCENTAGE OF TEACHERS WITH VARIOUS LEVELS OF TOTAL TEACHING EXPERIENCE.

Figure T-4 summarizes teaching experience within AISD. There seems to be a tendency for grant teachers to also have slightly more indistrict experience than probationary teachers.

Teacher Group	Years Teaching Experience in AISD					
	0	1	2	3-5	6-15	15
Title I N=75	24.0%	20.0%	8.0%	13.3%	26.7%	8.0%
Migrant N=17	5.9%	23.5%	11.8%	52.9%	5.9%	0.0%
SCE N=6	33.3%	16.7%	16.7%	16.7%	16.7%	0.0%
Probationary N=859	36.9%	28.9%	26.8%	5.7%	1.7%	0.0%
Term N=441	0.0%	0.0%	0.0%	44.4%	40.6%	15.0%

Figure T-4. PERCENTAGE OF TEACHERS WITH VARIOUS LEVELS OF TEACHING EXPERIENCE IN AISD.

Title I Aides. Figure T-5 summarizes the background variables of ethnicity, degree, and years of experience in AISD for Title I aides. The majority (58%) of the aides are Mexican American. Most aides (89%) have at least a bachelor's degree.

Although 40% of the aides have no prior experience, the average years of experience is 1.5. Obviously, Title I has a wide range of experience in the aides hired during 1978-1979.

Background Variable	Number	Percentage
Ethnicity:		
Mexican American	58	54.7%
Black	26	24.5%
Anglo	22	20.8%
Degree:		
H.S. Diploma	16	21.1%
90 Hrs. College	51	67.1%
B.A.	8	10.5%
M.A.	1	1.3%
Unknown	30	--
AISD Experience:		
0 Years	42	39.6%
1 Year	11	10.4%
2 Years	9	8.5%
3 Years	10	9.4%
4 Years	8	7.5%
5 Years	12	11.3%
6 Years	7	6.6%
7 Years	5	4.7%
8 Years	2	1.9%

Figure T-5. BACKGROUND VARIABLES FOR 1978-79 TITLE I AIDES.

Title I Migrant

Appendix U

EXTERNALLY FUNDED PROFESSIONAL PERSONNEL QUESTIONNAIRE

Instrument Description: Externally Funded Professional Personnel QuestionnaireBrief description of the instrument:

Form A asks two questions of local contract teachers - the type of contract held since 1970 and the importance of local vs grant contract status in employment. Form B, for grant contract teachers, asks the same two questions plus one on their knowledge of the differences between local and grant contracts.

To whom was the instrument administered?

All Title I, Title I Migrant, and SCE teachers.
73 local contract teachers in Title I and SCE schools.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1979.

Where was the instrument administered?

Mailed to the schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Evaluation staffs for Title I, Title I Migrant, SCE, and Title VII.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

EXTERNALLY FUNDED PROFESSIONAL PERSONNEL QUESTIONNAIRE

Purpose

The Externally Funded Professional Personnel Questionnaire was administered to collect data relevant to the following decision and evaluation questions found in the evaluation designs for Title I, Title I Migrant, State Compensatory Education (SCE), and Title VII Bilingual.

Decision Question: Should the current contract procedures used with externally funded personnel be modified? (Title I, D4; Title I Migrant, D1; SCE, D4; Title VII, D3).

Evaluation Question: What is the effect of the current contract policy upon externally funded professional personnel? (Title I, D4-4; Title I Migrant, D1-4; SCE, D4-4; Title VII, D3-4).

Procedure

The Senior Evaluator for Compensatory Education Programs and the evaluators for Title I, Title I Migrant, SCE, and Title VII conferred on the development of the format and the items for the questionnaire. Attachment U-1 is a copy of each of the two forms developed. Form A was for local contract classroom teachers. Form B was for grant contract teachers.

The teachers surveyed were selected as follows.

- .All Title I reading teachers
- .All SCE reading teachers
- .All Title I Migrant teachers
- .A random sample of nonproject teachers (local contract)

The nonproject teachers were chosen randomly to match the school and grade level assignments of the SCE reading teachers and the sixth- through twelfth-grade Migrant teachers. The nonproject teachers selected to parallel the Migrant kindergarten through fifth-grade teachers and the Title I reading teachers were chosen by randomly selecting a kindergarten, second, and fourth grade teacher from half of the 24 Title I schools (counting Oak Springs and Rosewood as one school) and a first, third, and fifth grade teacher from the others. Figure U-1 shows how the 186 teachers surveyed break down into these groups.

<u>Grade</u>	<u>Title I Reading Teachers</u>	<u>SCE Reading Teachers</u>	<u>Migrant Teachers</u>	<u>Local Classroom Teachers</u>
K-5	74	-	3	77
6	-	8	1	9
7-12	-	-	6	6
K-12	74	8	12	92

Figure U-1: BREAKDOWN OF TEACHERS SURVEYED.

The questionnaires were prepared and distributed through the district mail on April 13, 1979 to ensure that they all were delivered on April 16, 1979. No followup was conducted since the preset criterion of 80% returned was achieved by April 23, 1979.

The results were hand tallied and tabled.

Results

A total of 84 out of 94 (89%) of the grant contract teachers returned a survey. Of the local contract teachers, 75 out of 92 (82%) responded. Overall, the response rate was 85%.

Item 1, the indication of the type of contract held by the teacher for past years, was not analyzed for this report since these data were not basic to the evaluation questions posed. These data are available for further analyses.

Item 2 on Form A required no response. Item 2 on Form B asked grant contract teachers to demonstrate their awareness of differences between the two types of contracts. Figure U-2 displays the percentage of project teachers responding to each possible choice.

Grant contract teachers, as a group, are well aware that there are no differences between the contracts in pay scales, sick and personal leave, and Teacher Retirement and Social Security benefits.

That there are differences in the frequency of personnel evaluations and the duration of the contract after three years teaching was known by 68% and 77% respectively.

Percent Responding

Area	Grant and Local Contracts are....		I do not know.	No Valid Response
	The Same.	Different.		
1 Pay scales	94%*	1%	4%	1%
2 Sick and personal leave	93%*	1%	2%	1%
3 Leave of absence	75%	2%*	21%	1%
4 Frequency of personnel evaluations	23%	68%*	4%	1%
5 State and Local credit for teaching experience	81%*	4%	12%	4%
6 Duration of the contract after 3 years teaching	5%	77%*	15%	2%
7 Teacher Retirement and Social Security benefits	94%*	1%	2%	1%

Total Number Responding = 34
 * indicates the correct response

Figure U-2. RESPONSES BY GRANT CONTRACT TEACHERS TO ITEM 2.

That there is no difference in state and local credit for teaching experience was known by 81%.

That there is a difference in the eligibility for a leave of absence was known by 2%. Assuming that the teachers interpreted this area as intended (leave of absence = time off without pay but with a guarantee of a job upon the end of the leave), this lack of information is important in interpreting the following results from item 3.

Figure U-3 summarizes the responses to item 3. A χ^2 analysis (EDSTAT-V Program CHICHI) of the equality of the responses of the two teacher groups yielded a χ^2 of 48.75, $P < .001$. Thus, the influence of the contract differences upon future decisions about accepting a grant contract position is different for the two groups. The teachers currently on a grant contract are less concerned about the differences; however, they are also unaware that they are ineligible for a leave of absence.

Contract differences would be a factor to the majority of local classroom teachers (63%) and would be the major factor to 39%.

Only 5% of the local classroom teachers would disregard the contract differences.

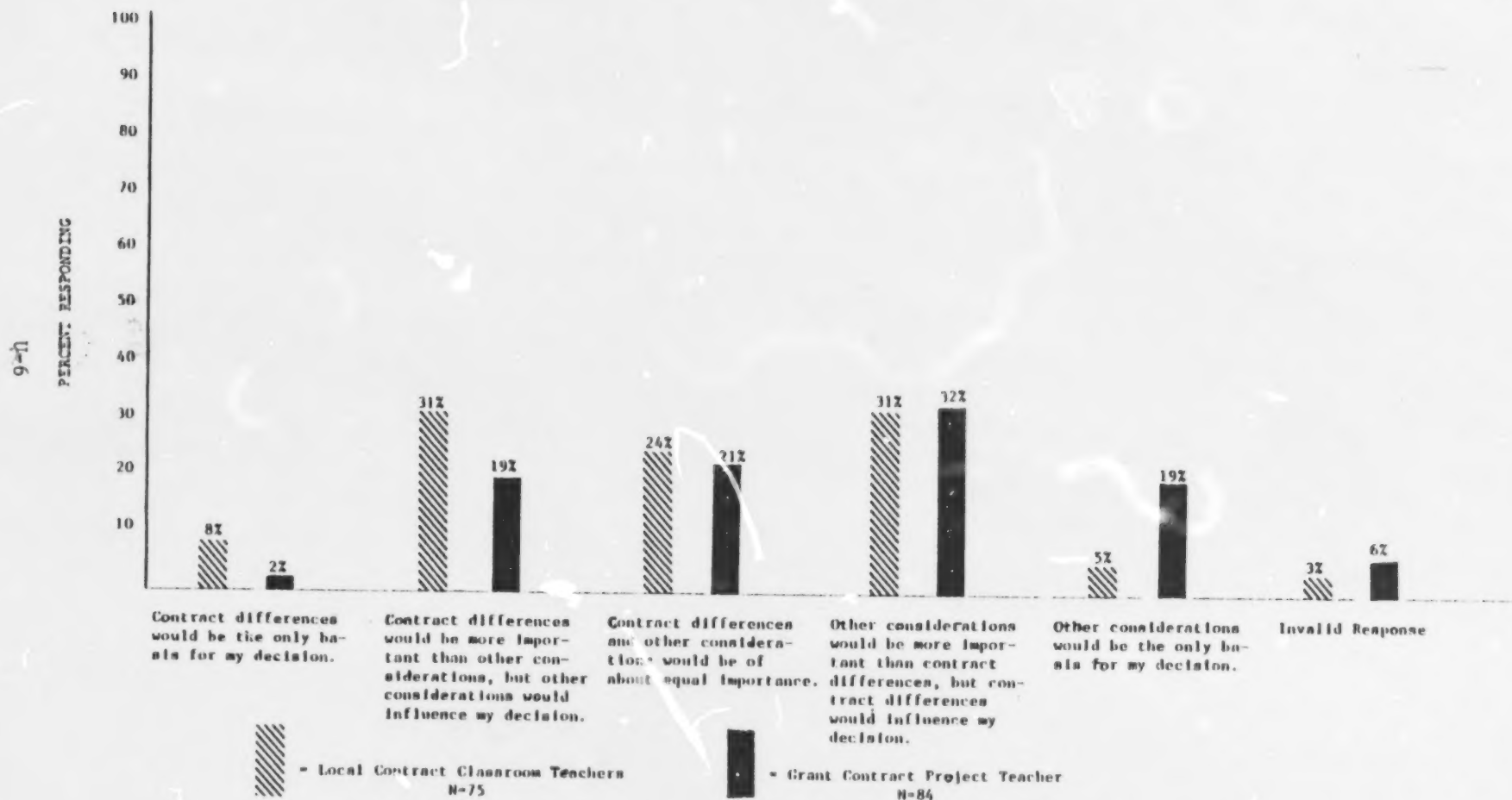


Figure -3. RESPONSES BY GRANT AND LOCAL CONTRACT TEACHERS TO ITEM 3.

How important would contract differences and other considerations be in your deciding to move from a Grant to a Local or from a Local to a Grant Contract position?

Overall, the differences in local and grant contracts in eligibility for a leave of absence, frequency of personnel evaluations, and duration of the contract after three years teaching are a factor when a teacher considers whether or not to accept a grant contract position or to move from a grant contract position to a local contract position.

78.51

Attachment U-1
(Page 1 of 5)

KNOWLEDGE AND ATTITUDE ABOUT CONTRACTS
(Page 1 of 5)

U-8 655

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 16, 1979

TO: Teacher Addressee

FROM: Glynn Ligon, Senior Evaluator for Compensatory Education Programs

Approved: [Signature] [Signature] [Signature]
Director, Office of R & E Director, Elementary Director, Secondary

SUBJECT: Knowledge and Attitude about Contracts

What teachers know and how they feel about the type of contract they work under is important to the Austin Independent School District. Your responses to the following brief questionnaire will help ensure that future decisions about contracts will be made with full consideration of teachers' opinions.

Your responses will be strictly confidential and will not be available for use in personnel matters. Only summaries of all teachers' statements will be published. Your name is on this questionnaire solely to allow us to follow-up on those not returned by April 20, 1979.

Thank you for your time.

SURVEY OF TEACHERS' KNOWLEDGE AND ATTITUDES TOWARD CONTRACTS

AISD teachers have two types of contracts.

Grant Contract = funding for the teaching position is from a source external to AISD, such as, Title I, Migrant, SCL, Title VII, or ESAA. Grant Contracts are for one year.

Local Contract = funding for the teaching position is from AISD (usually through the Minimum Foundation Program). Local Contracts are either Probationary (one year) or Term (three years).

1. For every school year you have been in AISD as a teacher, indicate the type of contract you have had.

G = Grant

L = Local

Prior	1970	1971	1972	1973	1974	1975	1976	1977
to								
<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
—	—	—	—	—	—	—	—	—

556

For Local Contract Teachers

2. Differences between a Grant and a Local Contract. (No response needed; information only)

1. There are no differences in pay scales, state and local credit for teaching experience, leave days allowed, or Teacher Retirement and Social Security benefits.
2. Currently, Grant Contract teachers can not take a leave of absence.
3. Grant Contracts are for one year. Local Contracts are Probationary for one year until after the third year of employment, then teachers may receive a three-year term Contract.
4. Grant Contract teachers complete the personnel evaluation process every year along with Local Contract teachers on a one-year Probationary Contract. Three-year Local Term Contract teachers are evaluated every three years.

3. How important would contract differences and other considerations, such as, school location, class size, area of instruction, be in your deciding to move from a Grant to a Local or from a Local to a Grant Contract position? Check one.

- ☐ Contract differences would be the only basis for my decision.
- ☐ Contract differences would be more important than other considerations, but other considerations would influence my decision.
- ☐ Contract differences and other considerations would be of about equal importance.
- ☐ Other considerations would be more important than contract differences, but contract differences would influence my decision.
- ☐ Other considerations would be the only basis for my decision.

Thanks. Now, place this completed questionnaire into the envelope provided and drop it into the District mail.

Return to: Office of Research and Evaluation
Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 16, 1979

TO: Teacher Addressed

FROM: Glynn Wigon, Senior Evaluator for Compensatory Education Programs

Approved: [Signature] [Signature] [Signature]
Director, Office of R & E Director, Elementary Director, Secondary

SUBJECT: Knowledge and Attitude about Contracts

What teachers know and how they feel about the type of contract they work under is important to the Austin Independent School District. Your responses to the following brief questionnaire will help ensure that future decisions about contracts will be made with full consideration of teachers' opinions.

Your responses will be strictly confidential and will not be available for use in personnel matters. Only summaries of all teachers' statements will be published. Your name is on this questionnaire solely to allow us to follow-up on those not returned by April 30, 1979.

Thank you for your time.

SURVEY OF TEACHERS' KNOWLEDGE AND ATTITUDES TOWARD CONTRACTS

AISD teachers have two types of contracts.

Grant Contract - funding for the teaching position is from a source external to AISD, such as, Title I, Migrant, SCE, Title VII, or ESAA. Grant Contracts are for one year.

Local Contract - funding for the teaching position is from AISD (usually through the Minimus Foundation Program). Local Contracts are either Probationary (one year) or Term (three years).

1. For every school year you have been in AISD as a teacher, indicate the type of contract you have had.

G = Grant

L = Local

Prior to 1970	1970	1971	1972	1973	1974	1975	1976	1977
<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
_____	_____	_____	_____	_____	_____	_____	_____	_____

For Grant Contract Teachers

2. For each of these seven areas, do you know if Grant Contracts and Local Contracts differ?

CHECK ONE FOR EACH AREA.			
Area	Grant and Local Contracts are.... The Same.	Different.	I do not know.
1 Pay scales			
2 Sick and personal leave			
3 Leave of absences			
4 Frequency of personal evaluations			
5 State and Local credit for teaching experience			
6 Duration of the contract after 3 years teaching			
7 Teacher Retirement and Social Security benefits			

3. How important would contract differences and other considerations, such as, school location, class size, area of instruction, be in your deciding to move from a Grant to a Local or from a Local to a Grant Contract position? Check one.

- _____ Contract differences would be the only basis for my decision.
- _____ Contract differences would be more important than other considerations, but other considerations would influence my decision.
- _____ Contract differences and other considerations would be of about equal importance.
- _____ Other considerations would be more important than contract differences, but contract differences would influence my decision.
- _____ Other considerations would be the only basis for my decision.

Thanks. Now, place this completed questionnaire into the envelope provided and drop it into the District mail.

Return to: Office of Research and Evaluation
Box 79

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